

**DOCUMENTS RELATING
TO PRIMARY EDUCATION PRESERVED IN
U. P. STATE ARCHIVES**

(1843 to 1947)



By :

Dr. Kashi Prasad Srivastava
Director

Published by :

U. P. STATE ARCHIVES, LUCKNOW.

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FOREWORD

It gives me fathomless pleasure in presenting the publication entitled "Documents Relating to Primary Education Preserved in U. P. State Archives" covering the period from 1843 to 1947. The documents included in this volume furnish the interesting details of the history of educational development in U. P. and some side issues affording a glimpse into the social and political conditions of the days of yore. Post graduate students have been provided for the first time with an opportunity of proceeding with their work in the light of original sources. For this service to research and advanced studies, the writer Dr. K. P. Srivastava, Director, U. P. State Archives, who has drunken deep at the fountain of Indian and foreign archival institutions to learn and turn the material enshrined there, in his own way, indeed deserves our sincere thanks.

LUCKNOW.

Hari Krishan Srivastava
Minister For Cultural Affairs
Government of Uttar Pradesh

FOREWORD

It is a pleasure to present this publication of the documents relating to Primary Education Reserved in U.P. for the period 1943 to 1947. The documents included in this volume furnish the interesting details of the history of educational development in U.P. and some side issues affecting a part of the social and political conditions of the days of yore. Postgraduate students have been provided for the first time with an opportunity of proceeding with their work in the light of original sources. For this service to research and advanced studies the writer Dr. K. P. Srivastava, Director U.P. State Archives, who has written down at the foot of the pages and through archival techniques to learn and with the material furnished them in his own way, indeed deserves our sincere thanks.

Dr. K. P. Srivastava
Director, U.P. State Archives
Lucknow


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PREFACE

Under the Publication Programme of the U. P. State Archives, Lucknow, the publication of "Documents Relating to Primary Education Preserved in the U. P. State Archives (1843-1947)" has been taken up. The original records and printed reports preserved in the U. P. State Archives, Lucknow, and its Regional Archives at Allahabad are the important sources that have been gone through for this work.

The whole archival material is grouped into two parts-lists of the original files and the printed "General Reports on Public Instruction" as well as the reports of the various committees appointed by the Government of U.P. from time to time.

In the present work an humble attempt has been made to throw light on the various aspects of Primary Education in the N. W. Provinces of Agra and Oudh. The subjects that have been dealt at length are the different types of institutions that prevailed, viz., Indigenous, Tahsili, Halkabandi schools, Basic and Compulsory Primary Education, Oriental, Bazar, Half Time, and Night schools as well as schools for the Depressed Classes; Female Education and Training Institutions for male and female teachers; the organization of the schools, viz., School buildings, salary of teachers, fees, grants-in-aid; courses of study, curriculum, examination and scholarships; management and administrative control of the schools, viz., school committees and inspection; and extra curricular activities of the schools, viz., physical exercises, scouting, village and mobile libraries, medical inspections, rural welfare works, school gardens and handicrafts.

 This publication is primarily designed to fulfil a long standing need of the Degree and Post Graduate students of history and education on the period from 1843-1947. They have always been handicapped for want of proper and comprehensive material for a detached objectivity so essential for a historian and educationist. Keeping in view the dire need of the students and the teachers, this publication has been brought out.

I am thankful to Sri Rajendra Bahadur, Assistant Director Cum Administrative Officer, who has gone through the manuscripts and Sri Veer Singh, Publication Assistant, Sri M. I. Siddiqui, Field Assistant, and Sri R. N. Tewari Jr. Technical Assistant, who have kindly corrected the proofs and prepared index.

K. P. Srivastava
Director

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ABBREVIATIONS

D. E.	: <i>Director of Education.</i>
Edu.	: <i>Education.</i>
General Report	: <i>General Report on the Progress of Education.</i>
N. A. I.	: <i>National Archives of India.</i>
R. A.	: <i>Regional Archives.</i>
S. A.	: <i>State Archives.</i>
S. E. R., Part I	: <i>Sharp, H. Selections from Educational Records, Part I, (1781-1839)</i>
S. E. R., Part II	: <i>Richey, J. A. Selections, From Educational Records, Part II, (1840-1859)</i>

INTRODUCTION

Education is indigenous to India. There is no other country in the world where the love of learning originated with the dawn of civilization and has exercised such everlasting and powerful influence on the minds of the people. From the Vedic times to the present day, the flow of teachers and scholars has been uninterrupted. The vast literature produced during the centuries is thoroughly saturated with deep scholarly spirit which has left behind an everlasting impression on the social conditions of the people.¹

The diversity of race, character and history has immensely affected the material and moral conditions of the North Western Provinces of Agra and Oudh and has stamped its educational system with variety. A general uniformity of character can be traced throughout the country in the indigenous schools of the Hindus and Muslims. The educational organization was not basically different but it was less complete and successful in some parts of India than in others.²

There were three types of schools in existence in the early nineteenth century, i. e., indigenous schools, *tahsili* schools and *halkabandi* Schools.

The indigenous schools were run through the voluntary efforts of private organisations or of local people and were meant for the education of their children. Other boys were also allowed to attend these schools but on payment of prescribed tuition fee.

The teacher maintained the school on his own account and was dependent on the school fees. He considered the instructions of children as a sacred obligation or taught them gratuitously either by maintaining himself from his own private means or by subsisting on donations.³ Some religious bias was attached to these schools.

Normally every big village possessed a school of its own and the foundation of a system of national education had already been laid down by the spontaneous efforts of the Hindus and Muslims prior to the commencement of the British rule in India.⁴

The most striking feature of these schools was their democratic character. These schools had their own methods of teaching and syllabus. They did not seek any financial

1. Thomas, F. W., *The History and Prospects of British Education in India*, p. 1.

2. Report of the Indian Education Commission appointed by the Resolution of the Government of India, 3rd February, 1882, p. 56.

3. Ibid.

4. Ibid., p. 57.

help from the Government. These private schools were different from the departmental schools, which were under the control of the Government and adopted the syllabus prescribed by it.

The syllabus of these schools was not very encouraging and comprised of only three R's (reading, writing and arithmetic). Most of the schools were without a building. They often functioned in temples, mosques or thatched huts. In absence of these facilities, they functioned under the shade of trees. There were no gradation of classes and books were rarely used. The furniture and equipments consisted of a wooden plank for the teacher and mats for the pupils to sit on and wooden *takhtis* for exercises. The schools belonged to the community. The teachers were paid poorly. The average duration of school life of a student was three to four years and even less at times but a number of children used to attend the school till they were twelve years of age.¹

The earliest efforts to introduce any form of education beyond the indigenous system emanated from the foreign missionaries, private sectors and individuals, whether officials or others.²

The earliest activities of the missionaries were confined to the elementary education among the lower sections of the people. Elementary schools were established and connected with every missionary centre, which were set up in various parts of the country.³

The attitude of the Government towards education was extremely hesitant and uncertain. It did practically nothing for the spread of education till 1813, when it provided only a small sum of one lakh of rupees for the education of the natives of India. Even this amount of one lakh of rupees was not utilized for the next ten years, as the Government was unable to finalise the implementation of education programme. There were a number of uncertainties which clouded their vision. Firstly, whether to participate in education or not and secondly, whether they should support a reformed indigenous system in the lower and higher grades or introduce modern education through the medium of English. Although this controversy was set at rest by Lord William Bentinck by the famous Government Resolution of 7th March, 1835, which declared "The great object of the British Government ought to be the promotion of European literature and science among the natives of India; and that all the funds appropriated for the purpose of education alone".⁴ Bentinck's decision, though bold and

1. Report of the Indian Education Commission appointed by the Resolution of the Government of India, 3rd February, 1882, p. 57; Mukerjee, S. N., *Education in India (Today and Tomorrow)*, pp 62-63 (Ed. 1960).

2. S. E. R., Part I, (1781 - 1839), p. 3.

3. Ibid., p. 63.

4. S. E. R., Part I, p. 130, Bentinck's Resolution of 7th March, 1835.

dynamic, did not solve the real problem. To the people of India, both the English and the Sanskrit or Arabic literatures were "foreign" alike. Despite this dynamic decision the orientalist made concentrated efforts to retard and set aside this resolution and to revert to the Oriental system in favour of the classical languages of India. However, the orientalist, headed by Mr. Prinsep and others, received no encouragement from the Government. The Orientalists were not insensible about the importance of encouraging the vernacular languages. During the time of the above mentioned controversy and even after, the claims of the vernacular languages were prominently admitted by all the parties. It was said, "If English had been rejected, and the learned Eastern tongues adopted, the people must equally have received their knowledge through the vernacular dialects".¹ But the doubts continued to linger on. Consequently, till 1853, the Government efforts towards development of education practically remained inadequate. Throughout the first half of the 19th century primary education or mass education remained neglected although lip sympathy was being continually paid in important Government despatches and resolutions. From 1824 onwards only small sums were annually spent on education, till a revolution in the realm of education took place in 1854.

Wood's Despatch of 1854 marks the beginning of a new era in the field of educational development in India. The policy enunciated by Sir Charles Wood in his Despatch, known as the Magna Carta of Education of British India, envisaged wide diffusion of education among all classes of people.² Since the education of the masses was grossly neglected earlier, Charles Wood paid much attention to the education of the Indian masses. Wood was a great champion of the primary education, both through the instrumentality of the State as well as through the system of grants-in-aid to the private schools. But in the actual practice, Wood's Despatch did little for the primary education in India as the despatch contained a detailed scheme for the establishment of Calcutta, Bombay and Madras Universities on the pattern of London and Oxford Universities. He fondly hoped that the university education would gradually filter down to the common man.

In the North Western Provinces an unfortunate situation developed, particularly because of the policy laid down in Wood's Despatch which indicated the establishment of a Department of Education and brought primary education under the departmental control.³ On the one hand it was decided to give encouragement to the indigenous

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1. S. E. R., Part II, p. 72., Extract from the Report of the General Committee of Public Instructions for the year 1835.
 2. Despatch from the Court of Directors of the East India Company to the Governor General of India in council, No. 49, 19th July, 1854, para 2.
 3. Selections from the Records of the Government of India (Home Department), No LXXV, pp. 4-5.

schools and on the other the rules of grants-in-aid were not extended to them. The promise to increase the expenditure for primary education was so stringently fulfilled as to result in painful slow progress. Throughout this period a glaring gulf remained between the theory and the practice. There is no doubt that the concern about the mass education was a part of the rulers' expressed desire to ameliorate the condition of the masses but no tangible effect could be seen.¹ Contrary to this, the education of the middle classes made rapid progress. The shortage of funds has always been an impediment in the progress of Indian education. To meet this shortage of funds for education, two expedients were devised. One was to authorize the Provinces to levy local cesses in the villages and the second was that the Municipal Boards were required to contribute funds in the urban areas. Besides, the grants-in-aid system compelled the public to raise funds for the maintenance of the schools. The pupils were required to pay fees. Even these sources were inadequate to meet the needs of Indian education because of the glaring poverty of the people. The primary education was unfortunately the worst sufferer due to paucity of funds.

There were two kinds of such schools - the old type indigenous schools and the modern schools maintained by Government and other agencies. Among the latter, the missionary schools were most important. The Despatch of 1854 was welcomed by the missionaries as a Charter for the expansion of their educational activities. The revolt of 1857, however, struck a blow to their hopes and aspirations. The Government felt that the Christian propaganda, which had offended both Hindus and Muslims alike, was largely responsible for the rising of 1857.² The distrust of the missionaries had a restricting effect on the primary education. In 1859, the Secretary of State for India, the Earl of Derby, while reviewing the results of the Despatch of 1854, "drew the attention of Government to the continued neglect of the education of the mass of people in their own vernaculars. Acknowledging the failure of the grants-in-aid system to encourage such education, he directed the levy of cesses on the land for village schools".³ But Stanley's Despatch of 1859 threw cold water on the policy of promoting primary education through grants-in-aid. According to Stanley's Despatch grants-in-aid were to be utilized primarily on the secondary and the higher education rather than on the schools for the general masses.⁴

Lord Ripon's role as an educationist deserves a special mention. He, being the

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1. Tara Chand, *History of the Freedom Movement in India*, Vol. II, p. 531
 2. Ibid.
 3. *The Annals of Indian Administration in the year 1868-69*, ed, by Dr. George Smith, Vol. XIV, (Serampore, 1870), p. 368.
 4. Parliamentary Papers, 1859, Section II, Vol. XXIV (Part I), 1867, p. 11, R. A., D. E's Records, File No. X/16, 1864-65 (Revision of Grants-in-aid Rules), Letter dated 23rd January, 1864, p. 1.

statesman of the liberal school of politics, had categorically expressed the danger involved in developing a small class of highly educated Indians and ignoring the development of ignorant and uncultivated masses.¹ Like Charles Wood he was also concerned over the lack of attention paid by the State towards the education of the common man

However, it was felt in responsible circles that in view of the limited funds placed at the disposal of the Government of India for the promotion of education, any diversion of these scanty funds from those allocated to higher education would have retarded its development. Consequently, Ripon did not follow implementation of the primery education at the cost of higher education.² He was in favour of encouraging private individuals and bodies organizing educational institutions which might be free, as far as possible, from official control. He considered that it would enable private bodies to arrange for different types of institutions suited to their cultural pattern. In his opinion, the Government ought to have allowed free play for the material development of the local institutions, by adopting system of grants-in-aid rather than that of establishing institutions by the Government. Ripon was confident that "wealthy persons would now come forward to aid such undertakings, specially when they realized that Government desired them to be active in public affairs and did not prefer to keep the control of things in her hand",³ but he did not proceed hastily in the matter. In order to confirm his views he addressed the local Governments on the subject of primary education specially with reference to the progress made in this sphere since 1871, when the control of education was transferred to them by Lord Mayo under decentralization scheme.⁴ The consensus of replies received from the local Governments showed the trend that although much had been done in some of the Provinces than what was expected to have been accomplished, still there was good reason for subjecting the entire educational system to a critical analysis and review.⁵ The role of the indigenous schools was sufficiently impressive, despite official apathy.

Inspite of the departmental indifference, the indigenous schools continued to be popular and their number exceeded that of the departmental schools. During 1881-82, schools under the control of the Department of Education were 5,845, while the number of indigenous schools was 6,712.⁶ This uncertain state of educational affairs led to the appointment of a Commission of Enquiry into the Indian educational problems, where

1. Lucian Wolfe., *Life of Lord Ripon*, Vol. I, p. 114.

2. Speeches of Lord Ripon, Vol. I, pp. 261-269.

3. Ibid.

4. Viceroy's Despatch No. I, of 1882, to the Secretary of State. 6th February, 1882.

5. Ibid.

6. Indian Education Commission., pp. 69 and 86.

the focus of attention had been on the primary education.

The Government of India, in their resolution constituting the Education Commission on February 3, 1882, laid down :—

“It is the desire of the Governor-General in Council that the Commission should specially bear in mind the great importance which the Government attaches to the subject of primary education.....And the principal object, therefore, of the enquiry of the Commission should be “the present state of elementary education throughout the Empire, and means by which this can everywhere be extended and improved.”¹ While constituting the Education Commission the general emphasis and anxiety was invariably focussed on the Primary Education—the education of the common man, which could not be ignored further in the expectation that the higher education of the upper strata would filter down to the common man. As a result of their extensive investigation and deliberation, the Education Commission unanimously laid down the following fundamental principles of education

“That while every branch of education can justly claim the fostering care of the state, it is desirable, in the present circumstances of the country, to declare the elementary education of the masses, its provision, extension and improvement to be that part of the educational system to which the strenuous efforts of the state should now be directed in a still larger measure than heretofore”.² The Hunter Commission laid down in clear and unambiguous words :—

“That Primary Education be declared to be that part of the whole system of Public Instruction which possesses an almost exclusive claim on local funds set apart for education and a large claim on provincial revenues”.³ With the concurrence of the Secretary of State for India, these recommendations were accepted by the Governor-General in Council.

In the context of primary education, Sir Antony Mac Donnell played a significant role. The Government of North Western Provinces and Oudh declared in the Report on Public Instruction in the North Western Provinces and Oudh (for 1894-95) that “Sir Antony Mac Donnell regards the provision of Primary Education as a first charge on the public funds available for the purpose”.⁴ Sir Mac Donnell opined that it was the duty which rested on the Government and its postponement in favour of higher

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1. Indian Education Commission p. 4; Court Character and Primary Education in the N. W. Provinces and Oudh, 1897, p. 22.
 2. Indian Education Commission, p. 112
 3. Ibid., p. 158; Court Character, p. 22,
 4. Court Character., p. 23.

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(university) education for the wealthier classes should not be done.¹ It was strongly emphasized by him that the importance of this duty by directing the District Officers, and Public Boards, as well as the officials of the Education Department to make the "extension of primary education a main object of administration."² Consequently the Government of these Provinces recognized the importance of the vernacular language and ordered that Hindi being the proper medium for such instruction should be taught in schools. But as Urdu had been adopted as the language of the courts, the Government felt its duty to encourage the study of Urdu also.³

The Hunter Commission was also of the opinion that since the grants-in-aid system had not been fairly tried in that period on such scale as was contemplated by the Despatch of 1854, the Education Department was to pay more attention to evoke and strengthen the private efforts. That the success must largely be judged by the increase in the number and efficiency of aided or self supporting institutions run by private management.⁴ Despite the recommendations of the Indian Education Commission, the indigenous schools continued to be neglected. In 1884, it was estimated that about 80,000 pupils were under instructions in indigenous schools in the North Western Provinces and Oudh. During 1905-06, there were 3,913 aided and 130 unaided schools in North Western Provinces as against total Number of 5,700 schools run by the local bodies.⁵ It may be noted here that the role played by the *Tahsili* schools has been significant.

TAHSILI SCHOOLS :—

The control of the educational institutions in the North Western Provinces was transferred from the Government of Bengal to the local Government together with the funds and all local resources by a resolution dated 29th April, 1840.⁶ Irrespective of the little demand for it, the claims of English education as laid down by Macaulay and stamped by William Bentinck, were pushed forward. There were few institutions in which Sanskrit, Arabic and Persian were taught. The schools hardly answered the Western idea in a single respect. Hardly they could be said to have any system at all. The subjects taught in these institutions were considered almost useless for the objects which the Government desired.⁷ But when J. Thomason (12 December, 1843 to 27 September 1853) became the Lieutenant Governor of North Western Provinces, he favoured the indigenous system of education. He also wanted to improve it. His scheme was somewhat unique,

1. Court Character., p. 23.

2. Ibid.

3. Ibid., p. 24.,

4. S. E. R., Part II, p. 367; Wood's Despatch 19th July, 1854.

5. General Report., 1906, p. 4 A.

6. S. E. R., Part II, p. 228.

7. Indian Education Commission, p. 19.

aiming at the most elementary education for the masses. According to him, Indians were essentially agriculturists and any thing which concerned their land immediately reveted their attention and excited their interest.¹ It ultimately led him to aim at educating the people by some sort of exerting pressure on them exercised through the land system. During the previous land settlement in the North Western Provinces, a measurement was made and map drawn of every field and a record kept of every right attached to the field. The *Patwari's* papers, based on the settlement, constituted an annual register of the property rights, and were regularly filed in the collector's office. Since it was important for the peasants to protect their own land and to acquaint themselves with the principles on which the papers were compiled, it was also necessary for them to satisfy that the entries affecting them were correct.² It was deemed necessary by Thomason to supply "a direct and powerful inducement to the mind of almost every individual to acquire so much of reading, writing and arithmetic and mensuration, as could suffice for the protection of his rights".³ He had fully decided to impress upon the people the necessity of this kind of elementary education in their own indigenous schools through the medium of vernacular language.⁴ For this object in view he prepared a scheme to encourage and improve the institutions.

To carry out the plan, Mr. Thomason placed before the Government of India a proposal for the formation of village schools. His proposal was forwarded for the consideration of the Court of Directors.⁵ The Court realised the necessity of giving some more powerful impulse to the elementary education in the North Western Provinces and showed its desire to "sanction the adoption of some more comprehensive plan for extending and improving the means of popular instruction throughout the country", but it entertained some doubts on the plans suggested by Thomason. The Directors considered some features of the plan as "open to obvious objections". According to them, they were "not satisfied of its expediency".⁶ Thomason, however, was not discouraged by the Court's reply. To eliminate doubts from the minds of the Court of Directors, he set himself with earnestness to devise a plan which he could finally place in April, 1848, for sanction before Lord Dalhousie.

Thomason's scheme contemplated the establishment of one model Government

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1. R. A., Banaras Collectorate Educational Correspondence (1842-1853) Circular No. 460, 7th June 1845 issued from J. Thornton, Secretary to Government of N. W. P., p. 13.
 2. Ibid., Indian Education Commission, p. 19.
 3. S. E. R., Part II, p. 237.
 4. Ibid., p. 229.
 5. Ibid. (The proposal for foundation of Village schools was submitted in a letter 18th November, 1848, to which the Court's reply came in a Despatch dated 25th August 1847.)
 6. India Home Consultations, 187 / Vol. 13, Letter from J. Thornton, Secretary to Government of N. W. P., 19th April, 1848.

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school in each *Tahsil*. It provided a powerful committee which would visit all the indigenous schools. It would furnish the people and the teachers with advice, assistance and encouragement by rewarding those teachers who might be found most deserving.¹ For the time being he did not introduce his plan in the whole Province but confined his experiment to only eight districts.² For the purpose of the experiment, Thomason requested the Governor-General to accord sanction for an expenditure of Rs. 36,000 annually.³

Although Dalhousie's attitude towards the spread of vernacular education was far from being definite, he recommended to the Court of Directors Thomason's scheme and wanted to put it into trial. The Court of Directors accorded their sanction.⁴

The establishment of Schools in *Tahsils* is thus mentioned in the Resolution of the Government of the North Western Provinces in 1850. The resolution clearly laid down, "There will be a government village school at the headquarters of every *Tahsildari*.....which will be conducted by a school master, who will receive Rs. 10 to 20 per mensem, besides fees, as he may collect from his scholars."⁵

Their curriculum included Reading, writing, arithmetic, mensuration of land and book keeping. Persian was replaced by Urdu and Kaithi by Nagri.

Thomason's experiment in the eight districts attracted considerable attention from all quarters. The Bengal Council of Education deputed its Secretary, Dr. F. J. Mouat to visit Thomason's experimental schools to gain a first hand knowledge about their methodology leading to success.⁶ In June 1853, Dr. Mouat made inspections of the schools in the North Western Provinces and submitted a report on the general condition of these institutions. In August, 1853, the Government of the North Western Provinces submitted a proposal for the extension of the scheme of village schools to the remaining districts of the Province. Dalhousie, while approving the recommendation of the scheme, recorded an interesting Minute (93) in which he ordered introduction of village schools not only throughout the North Western Provinces but also in Bengal. The Court of Directors approved the proposals on 8th May, 1856.⁷ Simultaneously, Thomason

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1. Thomason's Despatches, Selections from Government Records, Vol. I, p. 400; Indian Education Commission, pp. 9, and 105.
 2. Mathura, Agra, Bareilly, Etawah, Farrukhabad, Mainpuri, Aligarh and Shahjahanpur.
 3. India Home Consultations, 187/Vol. 13, Letter from J. Thornton, Secretary to Government of N. W. P., 19th April, 1848
 4. Ibid., Letter from Secretary to Government of India, 2nd September, 1848; S. E. R., II. pp. 246-248.
 5. Indian Education Commission, p. 9; R. A. Banaras Collectorate Educational Correspondence, pp. 105-106.
 6. S. E. R., Part II, p. 231, I. H. C. 187 Vol. 54, Report of F. J. Mouat, 4th June 1853.
 7. Ibid., p. 231.

had established a central institution at Agra to train teachers for the vernacular schools. To make his scheme a success he had provided for Government supervision. Mr. H. S. Reid was appointed Visitor-General and with the organization of the Education Department in 1855 he became the first Director of Education.¹ Other officers such as the *Zilla*-Visitors and the *Pargana* Inspectors of schools were appointed. For the teachers of the Normal School he introduced the instruction of subjects such as arithmetic, algebra, geometry, geography and history. Thus a well organized system had been provided for a well ordered system of education.²

Normally these village schools had six classes, viz, from I to VI.³ Subsequently they were designated as upper vernacular schools. In 1872, they were named as vernacular middle schools. The number of classes was reduced from six to four, i. e., they had classes III, IV, V and VI. This pattern of education gave rise to the establishment of upper primary schools with classes III and IV, and to lower primary schools with infant class and class I and II.⁴ It is thus worthwhile to notice that towards the end of the 19th century, the middle classes were separated from the upper primary classes and subsequently one more class was added to the middle stage, which thereafter consisted of three classes, V, VI, and VII.⁵

The introduction of village schools in the North Western Provinces by J. Thomason was a unique educational experiment, embodying a keen desire to educate the masses in the right direction to dispel ignorance and to diffuse, in them, a certain elementary practical knowledge and sense of responsibility.

HALKABANDI SCHOOLS

Closely associated with the village school scheme was another educational plan, known as *halkabandi* schools.

The successors of Mr. Thomason conceived and developed the system of *halkabandi* schools, and abandoned the indigenous agency in favour of direct instrumentality of the Department.⁶

For subsequent four or five years, every effort was made by Mr. H. S. Reid, the

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1. S. E. R., Part II, p. 230.
 2. Ibid, pp. 260 - 261 ; Thomason's Despatch, Vol. I, p. 403.
 3. Report on the progress of education in the N. W. P. for the year 1863-64, pp. 21 B-22 B.
 4. Tewari, D. D., *Primary Education in U. P.* p. 46.
 5. General Report., 1879, pp. 28-29.
 6. Indian Education Commission, p. 41.

Visitor-General, to carry out Mr. Thomason's scheme but the results were neither encouraging nor favourable. During these years another system of primary instruction had been on the anvil. In the year 1851, Mr. Alexander, the Collector of Mathura, introduced another educational experiment.¹ Since funds did not permit the establishment of new schools in each village, a cluster of villages, some four or five, was then marked out. The most central of these villages was fixed upon as the site of the school. It was termed as *halkabandi*. The revenue of the *halka* was calculated and the *Zamindars* were persuaded to contribute towards education. The salaries of the teachers varied from Rupees 36 to Rupees 60 per annum.² These schools were free schools. The scheme worked well in the district of Mathura. In 1853, *halkabandi* schools were established in the districts of Agra, Bareilly, Etah, Etawah, Mainpuri, Mathura and Shahjahanpur. By the close of the year 1854, there were about 17,000 boys receiving education in them.³ The first batch of the *halkabandi* school was established in the *pargana* of Kosi in Mathura district.⁴

For the first time Thomason introduced the idea of levying local cess for financing the primary education. The main object of the local cess was to collect the amount out of the revenues of a particular *halka* or circle and to spend on the school of that very *halka*. Thomason's educational scheme was also recommended to other provinces by the Wood's Despatch. Sanction was given by the Government on 30th April, 1857, to the introduction of school cess of one per cent to all new settlements.⁵ The Educational Despatch of 1859 recommended a compulsory local levy as the best means of financing the elementary education.⁶ By 1866, this cess assumed the form of tax on the *Zamindars*.

These schools imparted education in reading, writing, the vernacular languages both Urdu and Hindi, arithmetic and mensuration of land. They consisted of classes I to IV and sometimes even class I to VI like *tahsili* schools. The teachers in both the schools received fixed salaries which were borne directly by the Government, which collected funds for the *halkabandi* schools by raising one percent cess on revenue.⁷ This levy at first was voluntary, but in a few subsequent years, it was made compulsory.⁸ With the increase and success of the *halkadandi* schools, the indigenous schools gradually degenerated. By the end of the 19th century, the *halkabandi* schools formed the main plank of primary education in these Provinces. These schools were known as Vernacular Primary Schools. They were

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1. Indian Education Commission, p. 106.
 2. N. A. I., Selection from Educational Records from Government of India, Vol. I, p. 53.
 3. Indian Education Commission, p. 106, S. E. R., Part II, p. 231.
 4. Papers, East India (Education) Bengal and N.W.P., 1859, p. 38.
 5. R. A., File No. 2284/1857, pp. 1-2.
 6. S. E. R., p. 231.
 7. Indian Education Commission, p. 106.
 8. Despatch from the Court of Directors of the East India Company to the Governor-General in Council (No. 49, 19th July 1854), Para 93, S.E.R., Part II, pp. 390-391.

financed by the local bodies and functioned as Central Schools. These schools helped the growth of lower and upper primary education with classes for the infants of I and II standards.

It is evident from the above narrative that this system of bifurcating the primary stage education into two separate units the lower primary and the upper primary led to a lot of wastage, because most of the children after passing class II of the lower primary school did not move to upper primary stage for completing the full primary education. The full primary course consisted of six classes A, B, I, II, III and IV. Thus it is apparent that the seeds of education sown in the children did not even sprout, what to say of bearing fruits.

The primary schools were either having all these above classes or there were two sections of a primary school. The lower primary section consisted of classes A and B of the preparatory section along with the classes I and II. The Upper primary school had, in addition, the classes of III and IV. In other words, the preparatory schools consisted of four classes, while the primary schools contained six classes. As the number of primary schools was practically the same as the number of preparatory schools, it was obvious that classes III and IV derived their students from two sources, viz., from class II of the primary school and from class II of the preparatory schools. There was, therefore, practically one set of classes III and IV for two sets of class II.¹ Under this system, the facilities for students to proceed to class III and IV were necessarily reduced than what would normally have been under a system, in which there was only one type of primary school.

The distances that existed between the preparatory schools and primary schools were a discouraging feature. There were large number of preparatory schools, which were at a distance of three to four miles, in some cases the distances were even five or six miles. Such long distances were rather difficult for small children to tread on. Consequently, more and more boys could not proceed to a full primary school even on a voluntary system.²

Apart from the disadvantage of long distances, the system of naming the two lower classes of the primary section as A and B had caused considerable misapprehension among the teachers as well as the district inspecting staff.

The work to be done in classes A and B was to be covered in one year i. e.,

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1. Kichlu, K. P., Report on the Improvement and Expansion of Primary Education for Boys in the United Provinces of Agra and Oudh, p. 5.
 2. Ibid.

six months in each class. But in practice this direction was never carried out.¹ In fact there were many cases in which boys were kept in these two classes for even more than one year. In order to conceal their irregularity some of the teachers resorted to the practice of striking off the names of some boys after keeping them on rolls for a few years. They even re-admitted the same boys to the same class as fresh boys.²

The scope of the activity of primary schools were generally expressed as reading, writing and arithmetic. It was popularly known as the three R's. The purpose of a primary school was to form and strengthen the character of students and develop the intelligence of children by imparting them that minimum instruction which was necessary for their life. The entire work of these six classes was intended to be covered by an average boy in five years duration. In actual practice it was never covered in less than six years and in number of cases in seven or eight years.³

In May, 1913, the Local Government appointed a Committee on primary education under the presidentship of Justice T. C. Piggott to advise the Government as to the lines on which improvements were desirable and the proper utilization of funds available for the purpose.⁴

The Committee reported the existence of preparatory or lower primary schools and it was of the view that primary education should be completed by an average boy in five years. Such a boy should, therefore, leave his primary school at the age of twelve, and should be able to read and write a letter, understand simple prose, make out the writing of a lease and of the *Patwari's* papers, keep simple accounts, follow a map and work out an easy sum in interest.⁵

The Piggott Committee was in favour of the abolition of the lower primary education and recommended that no school should be called a primary school, unless it taught the full course and included class IV. Any school which did not teach upto class IV could only be regarded as preparatory and that every effort should be made either to raise existing preparatory schools to primary levels, or to attach them as feeders to the primary schools.⁶ This committee held that the primary education should have a duration of five years. As a corollary to this recommendation, it was suggested that there should be a

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1. Kichlu, K. P., Report on the Improvement and Expansion of Primary Education for Boys in the United Provinces of Agra and Oudh p. 5.
 2. Ibid., pp. 5-6.
 3. Ibid., p. 12.
 4. Resolution and Report of the Piggott Committee on Primary Education in United Provinces, 1913, Resolution No. I, p. 1.
 5. Ibid., p. 3.
 6. Ibid., p. 4

primary school within an accessible distance of each village. This recommendation was accepted by the Government. Each district was divided into a number of primary circles, each circle was provided with a primary school, to which were attached, as feeders, preparatory schools which were in the circle. The ideal primary school was to consist of 200 boys, divided into six classes, with about forty boys in each class of A and B, and thirty boys in each of the other four classes. Such a school should have one teacher for each class.¹

The Committee further recommended that there should be one teacher for every 30 boys and, if possible, also one teacher for each class. In no case, however, one teacher be required to teach more than two classes.² It was conceived, therefore, that each primary school should have at least three teachers. The Government accepted the recommendation of the committee that each preparatory school should have at least two teachers with an exception of those schools which had only the preparatory classes A and B.³

The Government issued orders, calling upon District Boards, to prepare scheme for re-organization on the lines suggested by the Piggott Committee. The revised schemes of primary education came into operation in most of the districts in 1916-1917 and 1917-1918. The scheme was quite successful.⁴

During 1918-1919, the education programme underwent a total revision. As a result of the proposals made by the Piggott Committee in 1913, and the passing of a Bill permitting Municipalities to introduce free and compulsory elementary education, the entire educational system was overhauled. When the five years, settlement made with the District Boards in 1914, expired on the 31st March, 1919, a new three years programme was adopted. Under this programme, no inelastic rule of distance was to be observed in locating new schools, and the rules requiring that no primary school should be opened without a staff of three teachers and that no person could be appointed as headmaster of a primary school, who did not possess a certificate from a Normal School, were relaxed to permit the rapid development of all schools. By reason of poverty no child was prevented from completing the full primary course. All restrictions on the discretion of the Boards in regard to exemption from fees had been removed.⁵ The programme provided for further expansion of boys' and girls' primary education, and education of depressed classes, revision of the pay scales of District Board school teachers and the scheme of expansion of vernacular middle education for boys which was complementary to the scheme of expansion of primary

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1. Resolution and Report of the Piggott Committee on Primary Education in United Provinces, 1913, Resolution, No. 1, p. 4.
 2. Ibid., p. 5.
 3. Ibid.
 4. General Report., 1917, p. 47.
 5. General Report., 1919, p. 13.

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education. The local Government had undertaken full responsibility for finding funds required for this programme.¹

According to the management, primary schools can be classified into five groups :—

- I. Schools run by the Government.
- II. District Board Schools.
- III. Municipal Schools.
- IV. Cantonment Schools.
- V. Schools run by private bodies/individuals.

On the recommendations of the Indian Education Commission (1882) the responsibility of running primary schools was transferred to the local bodies and since then primary education has been in the charge of the local bodies. But Government continued to run primary schools which were attached to Government normal schools as practising schools.

The District and Municipal Board schools were reclassified on the basis of their management. The question was whether they were managed by the Boards themselves or by other agencies, such as local committees, religious bodies, private individuals or aided from district and municipal funds.

Among the District and Municipal Board Schools were included Islamia schools, aided *maktabs*, aided *pathshalas* and depressed class schools. They had been dealt separately under the respective headings.

Cantonment schools were established to cater the needs of children living in the cantonment areas. These schools were maintained by the Contonment Boards.

There were certain number of unaided schools of the primary type. These schools had sprung up through private efforts. Such schools were often venture schools, which, if successful, received aid and were taken over altogether by a Board.²

District Board schools were entirely administered by the District Boards and the accommodation, furniture, and equipments were arranged by the district authorities and the teachers were the whole time servants of the Board, paid on a scale fixed by the Government. The advantages of direct management in the direction of efficiency were

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1. General Report, 1919, p. 13; Weir, R. S. Report on Primary Education for Boys and Girls in the United Provinces of Agra and Oudh with Special Reference to Uneconomical and Superfluous Schools, p. 1.
 2. General Report., 1917-22, p. 76.

so recognized that it became the policy to take over aided schools, as soon as they showed by enrolment that there was a sufficient demand for education in any particular area to warrant the transfer.¹

The condition of primary and preparatory schools within the municipal areas compared unfavourably with that of the District Board schools tended to degrade rather than improve. The first and perhaps the greatest disadvantage was the difficulty of recruiting capable teachers, as many Municipalities paid lower scales than District Boards, inspite of the extra cost of living in towns and less opportunities for promotion; a second disadvantage was the laxity of supervision that usually prevailed.²

The district staff generally ceased to inspect any area which had assumed independent control of its own schools and only the larger Municipalities could afford to appoint the Superintendents.³

COMPULSORY PRIMARY EDUCATION :-*

The United Provinces Primary Education Act permitting Municipalities to introduce compulsion within the areas under their control was passed in 1919.⁴ Under

1. General Report., 1917-22, p. 76

2. Ibid., p. 78.

3. Ibid.

4. S. A., Municipal Deptt., File No. 537E (Primary Education Act VII of 1919), pp.7-15.

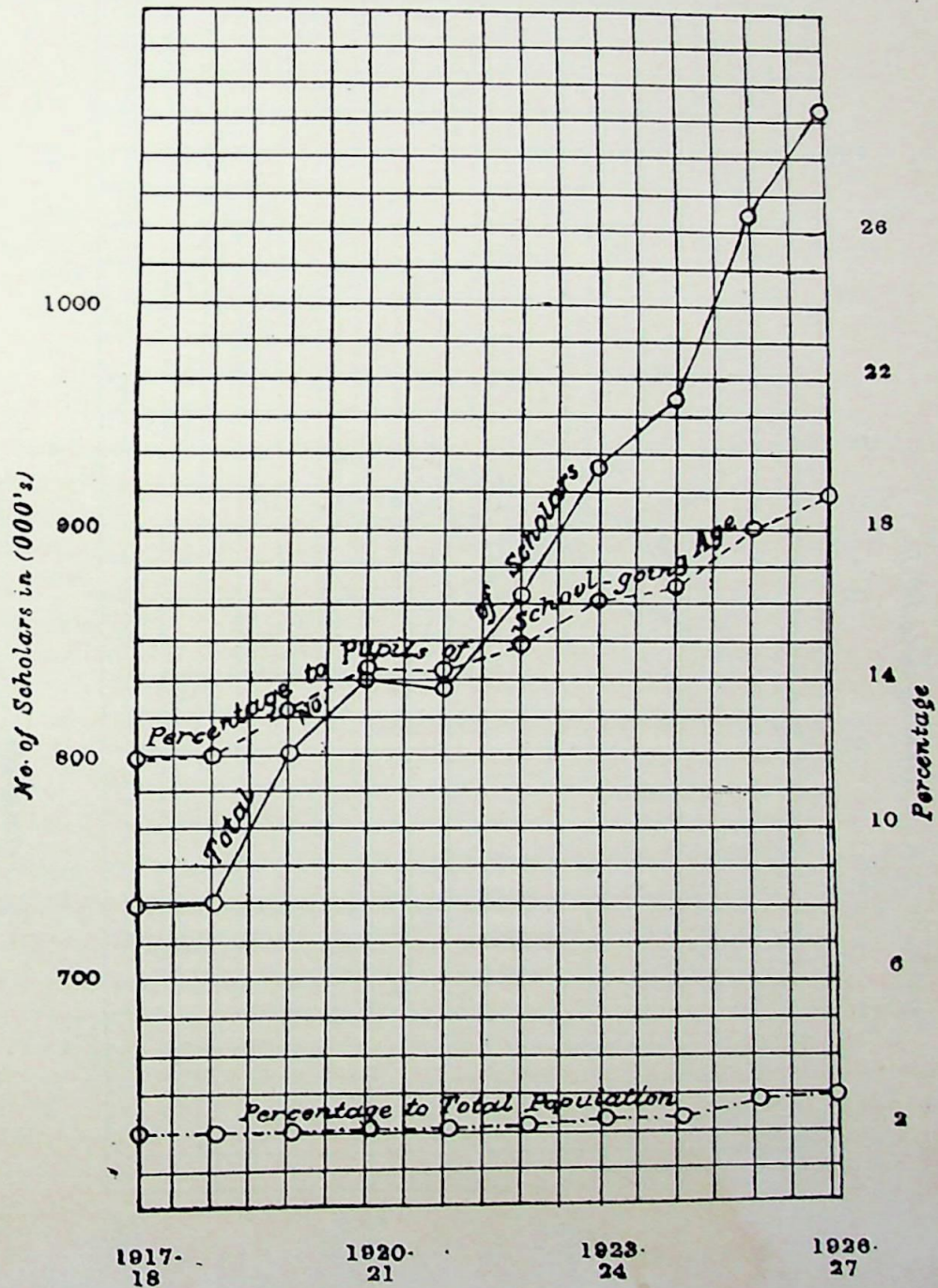
* The compulsory primary education in India was introduced by an Indian Prince, Maharaja Sayaji Rao Gaekwar of Baroda in 1893-94 which was extended to the whole State in 1906. (Compulsory Education in India, 1952, UNESCO, p 21).

G. K. Gokhale made ceaseless efforts for its implementation. He moved a resolution on Compulsory Education in the Imperial Legislative Council in 1910. The Resolution was withdrawn on an assurance given by the Government that the whole question would be examined in detail. Gokhale did not give up his efforts, and on March 16, 1911, he introduced a BILL to make better provision for the extension of elementary education.

This Bill was based on the Compulsory Education Act of England and on the Irish Education Act of 1892. Although the Bill was lost, Gokhale's great efforts had their unforgettable effect on Indian education. Attention of Central and Provincial Governments was drawn towards the elementary education. Consequently, in May 1913, the Government of United Provinces appointed a Committee under the presidentship of Mr. Justice Piggott to advise Government as to the proper lines of advance and most profitable employment of funds which seemed likely to be available. The Committee considered the question of reorganization, expansion and improvement of primary education. But it made no reference to compulsory education. Bombay was the first Province to introduce compulsion. On similar lines the U. P. Primary Education Act of 1919 was passed.

PROGRESS OF EDUCATION AMONG IN THE UNITED PROV.

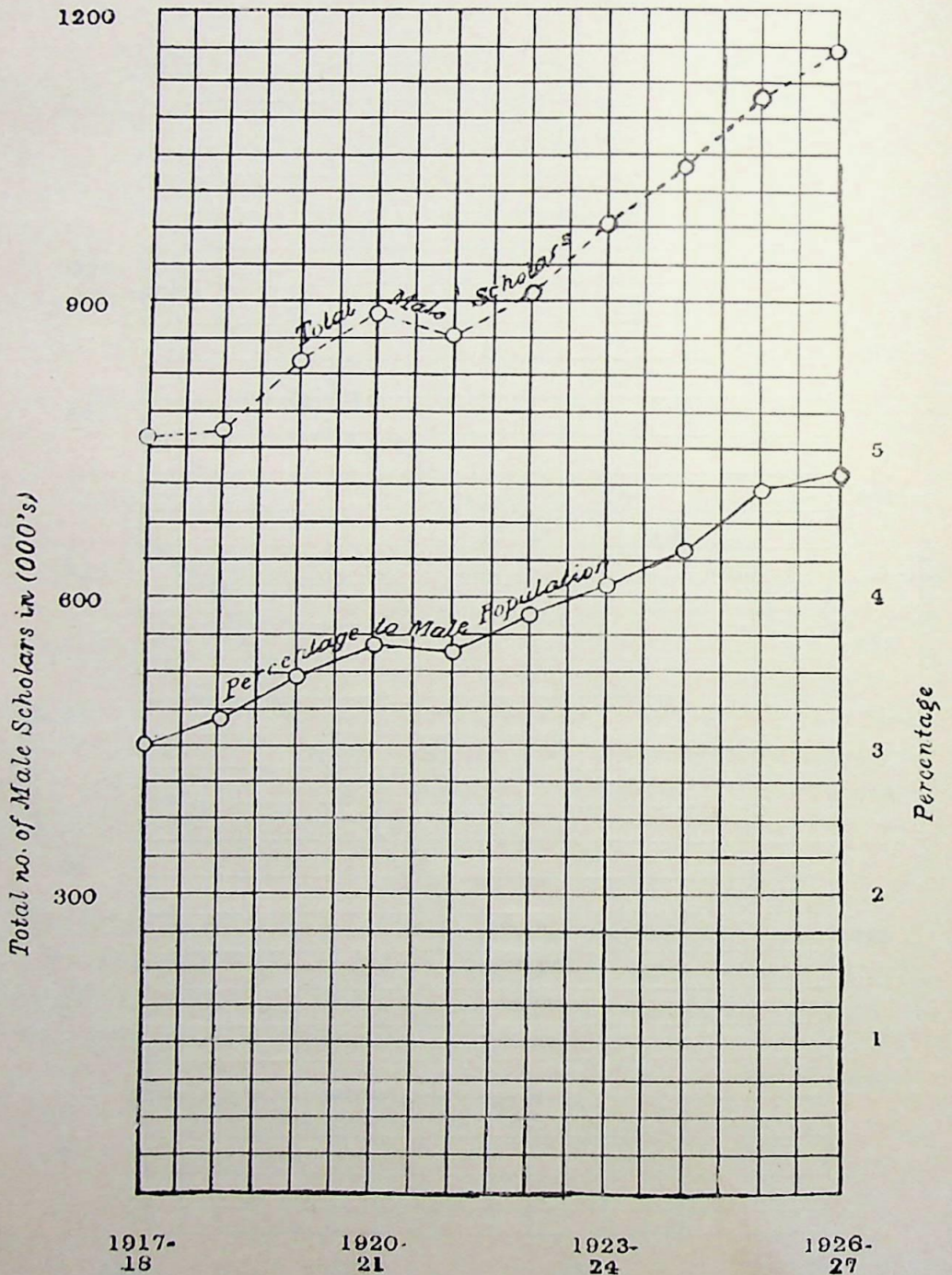
V (a).

Hindus

PROGRESS OF MALE AND FEMALE EDUCATION

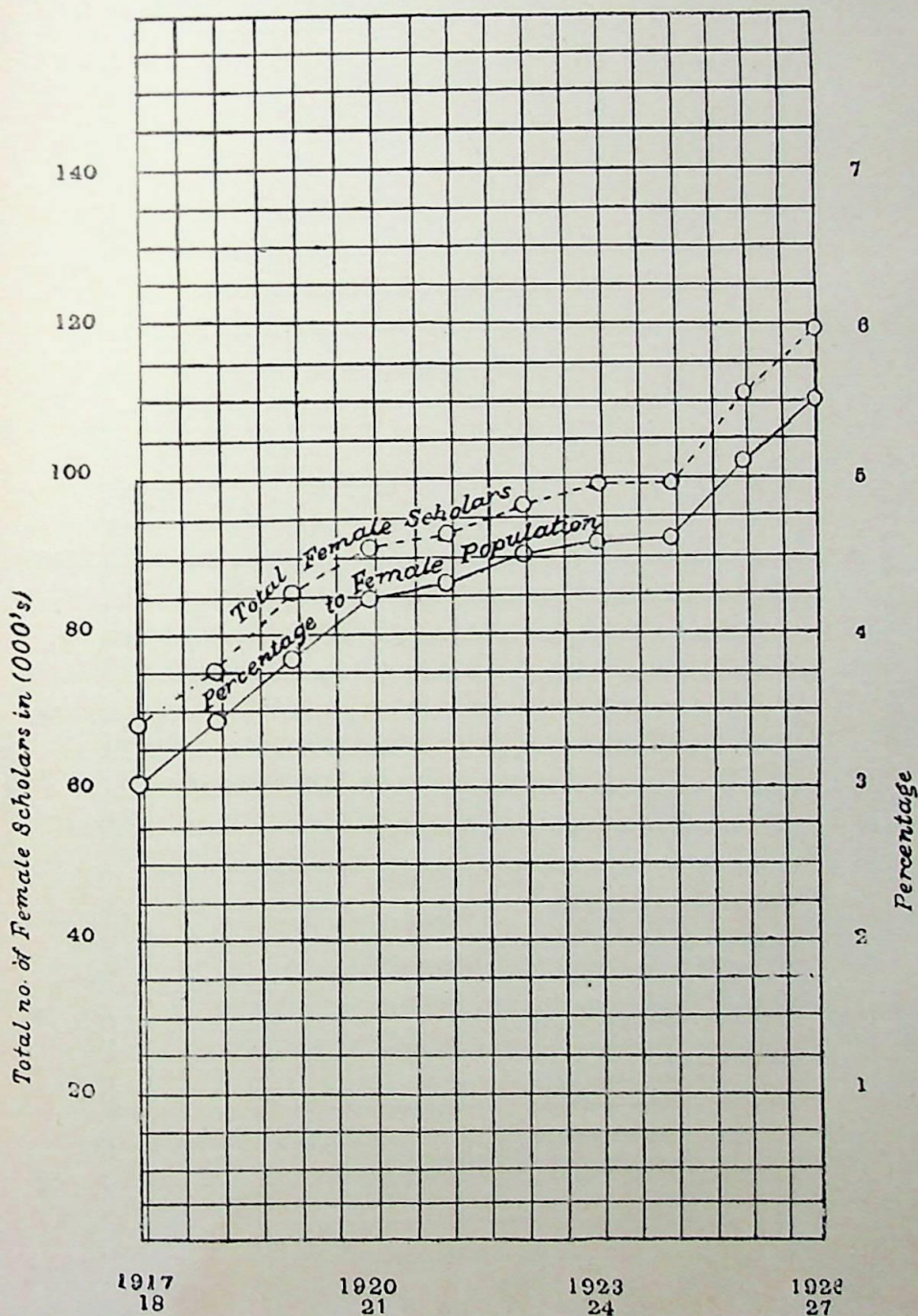
III (a).

Boys.



IN THE UNITED PROVINCES, 1917 TO 1927.

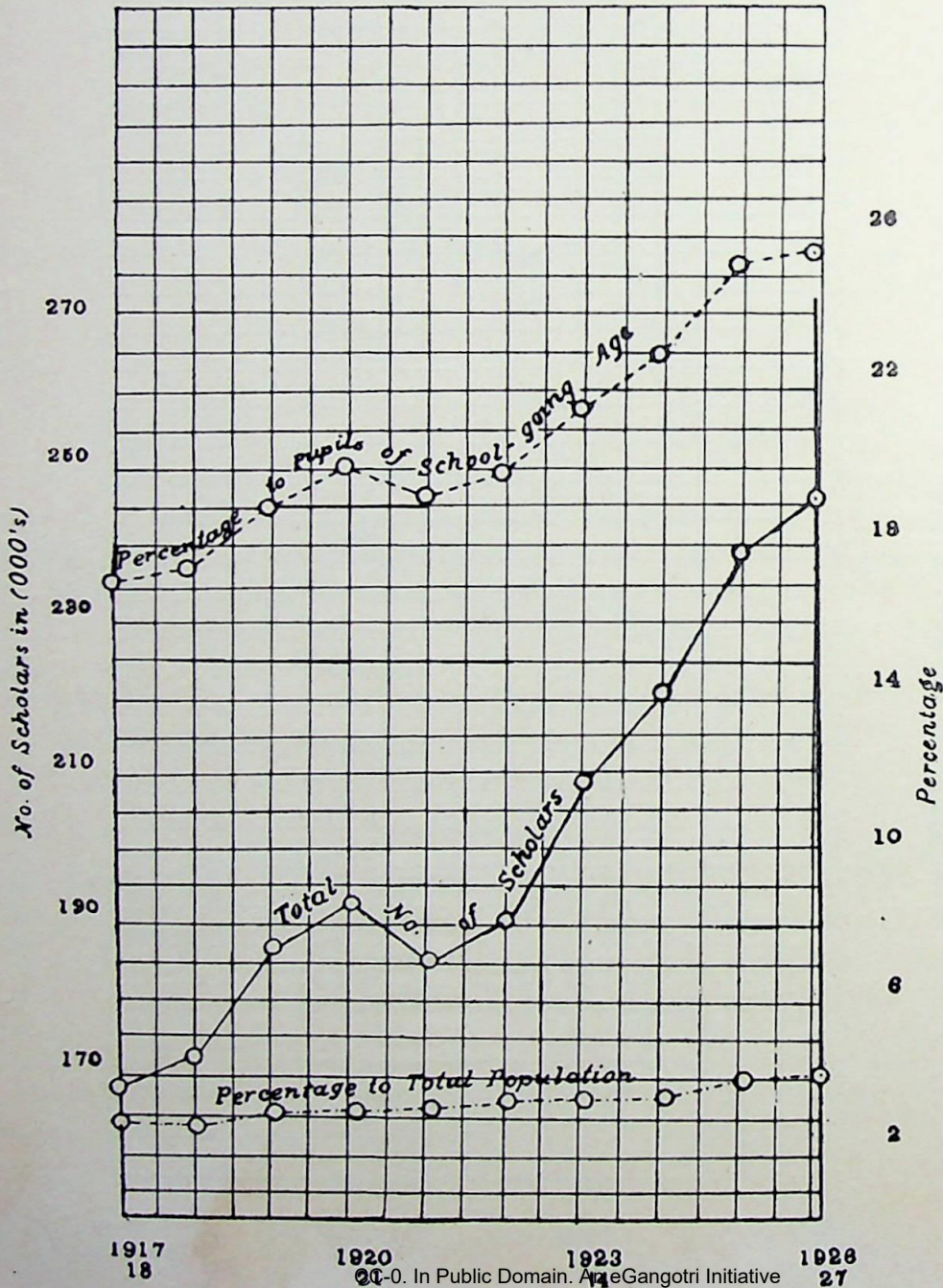
III (b).

Girls.

HINDUS AND MOHAMMADANS

INCES, 1917 TO 1927

V (b).

Mohammadans

the Act, compulsion was applied to boys between the age of 6 and 11 years only and before introducing compulsion, the Municipality concerned was required to take a census of boys of this age living in the proposed area of compulsion and to submit a progressive three year scheme. It was also provided in the Act that any money left over from funds available after compulsory scheme had been financed, would be distributed amongst the Boards for purpose of voluntary expansion.

An allowance of 20 per cent was made in respect of boys exempted or being educated in Anglo-Vernacular Schools; and it was proposed to procure the compulsory enrolment of 60 percent (75 percent of the remaining 80 percent) in the first year, 72 percent in the second year and the full remainder being in enrolment in the third year which, therefore, should see 80 percent of the total number of boys between 6 and 11 years of age in the area receiving education in the Board's primary schools. The Government proposed to give financial aid to the extent of two thirds of the additional cost involved, including the cost or remission of fees and also the total additional cost in raising the minimum pay of teachers upto the minimum rates prescribed for District Boards, provided that the total contribution from Government should not exceed 60 percent of the total cost of primary education in the municipality.¹

On January 19, 1921, the Provincial Government asked the Municipal Boards to report² :—

1. Whether they proposed to take any steps to introduce compulsory education;
2. To what extent they proposed to introduce it and,
3. What amount of financial assistance they required from the Government for this purpose?

Subsequently, in April, 1921, the Boards were asked to supply more detailed information on this subject.³ At that time there were 85 Municipal Boards in the United Provinces and out of these, 32 Boards were willing to introduce compulsory education for boys in March, 1922.⁴ By the year 1931, 36 Municipalities had introduced Compulsory education.⁵

The preliminary work of preparation for introducing compulsion took considerable time and it was not until 1922, that the Municipal Board of Kanpur took the lead by introducing compulsory education. In 1923, the example of Kanpur was followed

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1. S. A., Edn. Deptt. File No. 8A / 1921, pp. 4-35, General Report., 1927, pp. 66-67.
 2. Ibid.
 3. General Report., 1917-1922, p. 77.
 4. Ibid.
 5. Ibid., 1933, p. 26.

by thirteen municipalities, five in 1924, six in 1925 and two in 1926.¹ The progress made in this direction in these areas had variations from Board to Board. Though the compulsory education scheme did not prove to be unsuccessful, it had not achieved the degree of expected success.

On 27th August, 1924, the Government placed an Officer (Mr. K. P. Kichlu) on Special Duty to examine the possibilities of securing the better results of expenditure on the primary education and explore possibilities of introducing compulsory primary education in the rural areas. Some of the main recommendations of Mr. Kichlu were² :-

The distinction between primary and preparatory schools should be abolished. There should be only one type of school, called the primary schools. All preparatory schools should be converted into full primary schools during the next three years. The primary classes should be numbered as I, II, III, IV and V. No primary schools should be maintained with an enrolment of less than 50 pupils. To remove illiteracy among the masses, it was deemed necessary to introduce the principle of "Compulsion" in the rural areas. Compulsion should be introduced on a permissive basis, i.e., a law should be passed allowing District Boards to apply to Government for permission to introduce compulsory education in rural areas. The teachers, working in Primary schools, should be those who had received training at Normal Schools. It was felt that Night Schools be opened for imparting elementary education to those who had crossed the school-going age. Grants given to District Boards under the three year's Contract should be called the "basic grants". It was suggested that the grants under the three year contract under the head "vernacular education (ordinary)" should be subdivided into "secondary education and primary education (ordinary)". Moreover, it was opined that the District Boards should not be allowed to divert savings from one head to the other.

After the publication of this report and consideration of the criticism received over it, the Government, in 1926, issued a Resolution stating their conclusion. Some of the main findings of the Government were as follows :

- I. In place of the existing preparatory classes 'A', 'B', there should be one class called the infant class.
- II. The school should have only one teacher in the school until the average attendance reached thirty one. When the average attendance varied between 31 and 60 inclusive, a second teacher was to be appointed, and when the attendance ranged between sixty and ninety the third teacher should be provided.

1. General Report., 1927, p. 67.

2. Kichlu Report., pp. 46-50.

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- III. Rule 24 of the District Board Educational Rules was to be modified, so as to allow classes III and IV to be opened in one teacher shools.¹
- IV. The primary examination in the school should be conducted by the head master of the primary school concerned, exception being in the case of one teacher school, in which examination was to be conducted by the district inspecting staff.
- V. Ordinarily the length of primary course for a pupil should be five years but the head master should be empowered to give promotion in all classes. The primary schools were to include moral lessons on such topics as punctuality, honesty, truthfulness and cleanliness.²

As a result of Mr. Kichlu's report the United Provinces District Boards Primary Education Act was passed in 1926. It was the next stage in the evolution of free Compulsory primary eduaction in the United Provinces. It extended similar facilities to District Boards for the introduction of Compulsory primary Education in rural areas under their control³ The provisions of this Act were similar to those of the Compulsory Primary Education Act of 1919. The only difference is that in the Act of 1919 the Municipal Boards had been authorised to levy "education cess" to introduce compulsion, although this provision had never been used⁴

In 1926, the Government appointed Mr. H. R. Harrop, an Officer on Special Duty, to investigate about the working of the scheme of primary education in the municipalities in which it had been introduced, and to report the defects and causes of inadequate progress of education.

Mr. Harrop prepared a modest scheme of expansion of primary education recommending that Rs 31,65,000/- should be provided for recurring expenditure for primary education expansion.⁵ His scheme was based on the needs of each individual for financing an effort to get $3\frac{3}{4}$, additional lakhs of boys into the primary schools in five years.⁶ There were forty eight District Boards in the United Provinces and all these District Boards were asked to submit schemes for the introduction of compulsory primary education in their areas by 1930. The schemes of twenty three Boards in United Provinces

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1. S. A., Edn. Deptt. File No.1024/1925, p. 23.
 2. Ibid., p. 27
 3. S. A., Edn. Deptt. File No. 1080 of 1925- United Provinces District Board Primary Education Act 1926 pp. 173-465.
 4. Ibid., Municipal Deptt., file No. 537 E, p. 5.
 5. Harrop, H. R. A further Report on Primary Education For Boys in United Provir of Agra and Oudh with special reference to Rural Areas , p. 9
 6. Ibid.

were sanctioned during the year 1928-29.¹

In 1926, Mr. Kulwant Rai was appointed as Officer on Special Duty to examine the progress of Compulsory primary education in the municipalities. In his comprehensive report Mr. Kulwant Rai pointed out some of the main difficulties which confronted the District Boards. After considering his report, the Government decided on September 18, 1928, that the superintendents of Education in the Municipal Boards should be qualified persons and that they should be paid adequate salary as detailed below² :—

Population of the Municipalities.	Qualifications of Superintendent.	Pay of the Superintendent	
		Min :	Max :
Over fifty thousand	Trained graduate	Rs. 100/- per month	Rs. 300/- per month
Over twenty thousand but not more than fifty thousand	Under graduate	Rs. 80/-	Rs. 160/-
Twenty thousand or under	B. T. C. with the knowledge of English, preferably with High School qualification.	Rs 50/-	Rs. 90/-

The superintendents were provided with some establishment and contingency fund to assist them in their duties.³

For the purposes of Government grants, the scale of pay of teachers employed by Municipal Boards in primary schools in compulsory areas was not to be less than the minimum or more than the maximum rates as laid down below⁴ :-

Name of post	Minimum rates.	Maximum rates.
Head Masters	Rs. 22 per month	Rs. 40 per month
Trained Asstt. teachers.	Rs. 17 per month	Rs. 25 per month
Untrained teachers.	Rs. 14 per month	Rs. 17 per month

1. General Report., 1930, pp. 46-47.
2. S. A., Edn. A Deptt File No. 1194/1927 (8), p. 7
3. Ibid., p. 8
4. Ibid., p. 9

Children of indigent parents were provided education free of charge. In addition, text books and other educational requisites were given to students so as to entitle those Boards to receive Government grants. The rate for the supply of text books etc, was fixed at Rs. 10 /- for every additional 80 pupils.¹

The Hartog Committee Report took note of the diminution in enrolment from class to class at the primary stage. The superfluous and uneconomical schools had long been a problem. The Hartog Committee Report stated "It is very improbable that a multiplication of schools on the lines which have been generally adopted is resulting in corresponding output of literates, the opening of more small and understaffed has often resulted in an increase of waste".²

Some of the important recommendations made by Hartog committee were :- schools be suitably staffed, branch schools under the direct supervision of head masters of primary schools be opened to obviate the disadvantage of independent single teacher school, improvement be effected in the training of teachers, double shift system be introduced to improve instruction, adjustment of school hours with the local conditions be made, and attention to the lowest class be given by the best teacher of the school.

In 1933, Mr. R. S. Weir was appointed to suggest ways and means for effecting economy with special reference to uneconomical and superfluous schools. He recommended closure of 2,500 schools and suggested that walking distance should be one and a half miles and school should thus cover an area of seven square miles.³

BASIC EDUCATION :

One of the major changes in the pattern of primary education in the United Provinces was the establishment of Basic School. The Narendra Deva Committee Report (1939) examined the organization, control and curricula of the primary education. In order to mark distinctly the trends in education, it recommended a new name for these schools, where compulsory instruction for seven years was to be given. It proposed that these schools be called 'Basic Schools'.⁴ That the education given in them be named as 'Basic Education', a term embracing education through concrete life situations. Education was to be correlated with one or more forms of manual productive work and the social and cultural environments of the child. Among its several recommendations accepted by the Government, one of the most important was that compulsory primary education had to be imparted on nation wide scale, free of charge. The Basic Education extended

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1. S. A., Edn. A Deptt. File No. 1194/1927 (8), p. 9
 2. Indian Statutory Commission, Interim Report (mentioned as Hartog Committee Report),, September 1929, p. 70.
 3. Ibid., pp. 70-84.
 4. Weir Report., p. 10

for a period of seven years beginning from the age of seven.¹

These Basic schools were to replace all vernacular and Anglo-vernacular, preparatory, primary and middle schools, both for boys and girls in rural and urban areas. Thus one uniform system of education was to replace the multiplicity and confusion of aims, methods and organizations of primary education in the United Provinces.²

According to the recommendations of the Narendra Deva Committee, boys and girls were permitted to leave the Basic school at the age of twelve after completing class V, in order to join some other educational institution on condition that they would stay there for at least two years.³

The Committee agreed to split the 'Basic Education' in two units; one from class I to V and the other from class VI to VII,

In 1941, Dr. N. R. Dhar, Deputy Director of Public Instruction, United Provinces, was asked to submit a report on the reorganization of compulsory primary education in the united provinces. His recommendations were of a very sweeping and far reaching nature so far as the primary part was concerned. His main recommendations envisaged the complete transfer of such education from local bodies, the introduction of free compulsory education for all the boys between the age group of 7 and 14 years, and the centering of education round some basic craft. The first of these proposals was rather controversial, the second was impossible due to financial reasons and the third alone provided the possibility of immediate action.⁴ This was taken and resulted in the scheme of Basic Education.

Upto 1941, the Basic Education was introduced in class I and II of 5,174 vernacular schools, 4,562 District Board schools and 6,12 Municipal schools.⁵ The curriculum of the Basic school was different from that of the non-Basic schools. New subjects like basic crafts, general science, social studies, art, etc., had been introduced.⁶

In his report Dr. N. R. Dhar had suggested that a small meal be given to all the boys and girls in the primary and Preparatory schools at Government expense. For the first time the supply of mid-day meal to the children was introduced in the schools of the United Provinces. On payment of one anna per month by each student, the Municipal

1. Report of the Primary and Secondary Education Re-organization Committee Appointed by the Government of United Provinces., 1939, p. 41.

2. Ibid.

3. Ibid., p. 42.

4. S.A., Edn. B Deptt. File No. 454/1941, pp. 21-323., General Report., 1942, p. 36

5. S.A., Edn. B Deptt. File No. 454/1941, p. 171.

6. Ibid.

Board, Allahabad, provided sprouted gram and milk as mid-day meal to the students of primary and middle schools.¹

According to the recommendations of Dr. N. R. Dhar, it was suggested that the Basic system should be followed and the curriculum should be changed placing the stress on basic crafts. The schools were to be converted from July 1947.² The teachers for these Basic schools were to be trained at the Basic centres and also in the new Normal Schools which had been sanctioned by the Government under Post War Reconstruction and Development Schemes.³

It was decided to convert fifty four primary schools into Basic Schools annually, for which the Government had sanctioned a contingent recurring and non-recurring grant at the rate of Rs. 33/- per school. By 1946, 580 schools, out of 850 primary schools maintained by the Municipal Boards in the United Provinces, were converted into Basic schools.⁴

In connection with the new scheme of expansion of primary education, it was aimed to open twenty two hundred Basic Primary Schools every year on the basis of one school for two villages or a population of 2,000 but the ultimate aim was one school for one village on the population of 1000. These schools were to be opened from July 1947 at the rate of 40 schools per district for ten years.⁵

Under this scheme, the entire cost of opening these schools was to be borne by the Government. Every school was to be run by three teachers. Infant class and class I were to be started in the first year, 2nd and 3rd classes in the second year and 4th classes in the third year and, therefore, one teacher was to be appointed in the first year, second teacher from the second year and the third teacher from the third year. The teachers to be appointed were untrained in the beginning, as trained teachers were not available. Thus at the end of the 10th year, 22,000 schools would be functioning, but schools opened in the 9th and 10th year would be fully staffed in the 11th and 12th year. Due to pressing demand of education in the rural areas and the excellent propaganda work done by the officers of the Department, the target of 22,000 primary schools had exceeded by 150.⁶

As Basic Education mirrored national aspirations, and since these aspirations gained their significance from local conditions, it was natural that Basic Education

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1. S.A., Edn. A Deptt, File No. 915/1945, pp. 1-5
 2. Ibid., Edn. B Deptt, File No. 633/1946, p. 413
 3. Ibid., p. 379
 4. Ibid., p. 387
 5. S.A., Edn B, Deptt. File No. 706/1946, p. 7
 6. Ibid., pp. 18-19, p 35

in the United Provinces differed here and there in its content and technique from the original scheme inspired by Mahatma Gandhi and formulated and outlined by Dr. Zakir Hussain Committee.¹ In the United Provinces the basic structure of Basic Education remained the same, the original Wardha Scheme was modified in some respects to suit local conditions.²

Art was given a definite turn to child art which released the creative urges of the children and provided them with an easy and effective means of self expression. In the higher sections of Basic schools, book crafts and weaving as a natural corollary to spinning and the growing of vegetables as a part of gardening were amongst the popular subjects. Foundations were thus laid of a Basic School which could be self sufficient in providing its pupils with books and material, cloth and vegetables, produced by their own efforts. The scope of basic crafts was enlarged and their number increased to afford greater variety and make this education more responsive to local needs.³

ORIENTAL INSTITUTIONS

Oriental institutions, which consisted of Sanskrit *pathshalas* and Arabic *madarassas* and imparted traditional Sanskrit and Arabic learning, were a separate class. Oriental institutions represented that aspect of our education which was mainly concerned with our ancient culture, involving moral and spiritual achievements-an aspect which had been ignored in the present educational System. These schools embodied some of our ancient traditions of education and learning and had a definite significance, which was realised dimly. Such schools were deprived of the active support of the State. The middle class felt that their economic salvation lay in the English education alone and so they were not responsive to this sort of education. Consequently, Oriental institutions led a very precarious existence. They subsisted only on the donation of religious minded wealthy class.

In 1913, the Piggott Committee recommended certain measures for the improvement of primary education among the Muslims,⁴ which included the formation of the Provincial *Maktab* Committee to advise the Government on any matter affecting the interest or promoting the extension of primary education for Mohammadans; the formation of the District *Maktab* Committee to make a census of existing *maktabs*, to encourage the establishment and proper equipment of *maktabs*, to arrange for the selection and proper training of *maulvis* and to advise the District Boards on any matters affecting *maktab* education, and the constitution of *maktab* Text Book Committee for selection or

2. General Report., 1947, pp. 16-17

2. Ibid., p. 17.

3. Ibid.

4. Piggott Committee, Resolution No. VI, pp. 33-34.

preparation of a series of Readers for the approval of the Director of Public Instruction for use in *maktabs*.

The Muslim community had been insisting on religious instruction as an integral element in the school education for Mohammadan students. Moreover, it had attached great importance to its culture and to Urdu as a linguistic bond of union among Mohammadans throughout India. In their Resolution dated 25th August, 1915, the Government laid down the policy providing for the education of Mohammadan students in segregated institutions. It further decided to encourage *maktabs* and *maderasas* which were intended for Mohammadan and Hindu students respectively and imparted some form of religious instruction, suited to the needs of the particular community for which they were intended, in addition to secular teaching.¹

An effort was made to bring *Quran* schools and *maktabs* in line with secular education. Rules, for giving them the grants-in-aid, were incorporated in the educational rules of the District Board Act. During 1921-22, a special type of institution also emerged. These institutions known as *Islamia* Schools were run by the District Boards. The teachers in them were required to be Muslims and the medium of instruction was Urdu.² Though ordinary schools were opened to all classes, it was felt that they were not always acceptable to Mohammadan parents. In 1916, a rule had been framed that the District Boards would start special *Islamia* primary schools in any village where the Mohammadan parents guaranteed the attendance of at least twenty boys.³

A Special Mohammadan Inspector was appointed for the proper supervision of Mohammadan education in the Province. Moreover, special Deputy Inspectors were appointed one for each division.⁴

For the supervision and encouragement of *maktabs*, a *Maktab* Committee had been formed in each district. Simultaneously, a Central *Maktab* Committee, for the Province under the Chairmanship of the Special Inspector to advise the Director of Public Instruction in all matters concerning Mohammadan education, was constituted.⁵ The district and central *Maktab* Committees were formed in the beginning of 1916, the Special Inspector was appointed in April 1916, and the Deputy Inspectors in October 1916.

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1. Report of the Primary and Secondary Education Re-organization Committee Appointed by the Government of the United Provinces., 1939, p. 79.
 2. General Report., 1922, p. 129.
 3. Ibid.
 4. Ibid., p. 130.
 5. A report On the Primary and Secondary Education Re-organization Committee Appointed By the Government of United Provinces., pp. 79-80.

In September, 1916. a special *Maktab* Text Book Committee was also appointed.¹ In 1923, the three supervisors of *maktabs* were appointed.²

The curriculum and arrangement of classes were the same as in the ordinary primary schools. These schools were reported to be below the average standard. The main reason of this was the neglect of the secular curriculum by teachers.

In the Islamia schools, extreme emphasis was given to the memorization of the Holy *Quran*. The reading and writing was better in the Islamia schools, but standard of arithmetic and geography was very poor.³

In the Islamia schools, the teachers were paid on the scales authorized for District Boards. In *maktabs* in 1921-22, the grants-in-aid were raised to Rs. 8/- for each teacher.⁴

In October, 1933, the number of *maktabs* aided by the District Boards was 1,232. The average enrolment of *Maktab* schools was 40. About sixty percent of the teachers in *maktabs* had no certificates.⁵

In general, the tuitional efficiency of Islamia schools continued to be equal in standard to that of Boards primary schools. In a number of districts extra curricular activities, such as gardening, handicrafts, Junior Red Cross works etc., were introduced in Islamia schools. Physical training was properly attended to in Islamia schools. In a few selected schools, boy scouting had also been introduced. In certain Islamia schools, religious education was imparted outside school hours.⁶ In the *maktabs*, having a qualified staff, the tuitional standard generally improved. The Holy *Quran* was taught and elementary religious instructions were given in all the *maktabs*.⁷

During 1942-43, local conferences of *maktab* teachers were organized. More Islamia schools and *maktabs* were raised to the full primary status. Basic Education was introduced in the *maktabs* so that the teachers could get some training in modern methods of teaching in the Basic Refresher Centres. Islamia schools and *maktabs* were inspected by the district inspecting staff and the Deputy Director of Mohammanan

1. General Report., 1922, p. 130.

2. A report on the Primary and Secondary Education Re-organization committee appointed by the Government of United Provinces., 1939, p. 80.

3. General Report., 1922, p. 132.

4. Ibid.

5. Weir Report., p. 58.

6. General Report., 1938, p. 51.

7. Ibid , p. 52.

Schools.¹

Generally, the teachers of Islamia schools were more efficient than of the *maktabs*. These teachers were better qualified and had the advantage of regular inspections.² The *maktabs* and the Islamia schools had a definite, yet limited role to play, so far as the education of the Muslim boys was concerned. The study of *Quran Sharif* and infusion of basic elements of Muslim culture were the corner stones of these studies. Apart from these Muslim educational institutions, there existed the Sanskrit *pathshalas* where doctrines of ancient Hindu culture were infused in the Hindu boys.

The Sanskrit *pathshalas* are old Hindu Institutions. They represent the oldest educational set up of India. Warren Hastings, despite his busy political career, set up a Sanskrit *pathshala* at Banaras and thus patronised Sanskrit *Pathshalas*. Such institutions under the learned *pundits* remained scattered all over the United Provinces.

During 1921-22, a large number of *pathshalas* were aided by the Government. Therefore, these institutions did not remain totally private bodies. Few *pathshalas* had buildings of their own. The majority of *pathshalas* were held in temples, houses of charity or in the *verandahs* of the teacher's houses. Generally, no fees were charged from the students. Sometimes arrangements were also made for their board and lodging some *pathshalas* were endowed,³ but in most cases, they were dependant on subscriptions paid by the rich people and supplemented by the provincial aid, or grants from Municipal and District Boards.

Generally, the *pathshala* students were very poor to defray their expenses and received assistance in the form of clothes, food and books from the wealthy sections of society, mainly the merchant class.

To improve the teaching, a system of demonstration lessons was introduced in 1925-26. This system was continued and appreciated by the *pundits*.

After the first World War the number of *pathshalas* increased rapidly. Around 1926, certain District Boards made large grants for these institutions. The average attendance in the *pathshalas* was 23 and their total number was 97.⁴

The *pathshalas* were of three kinds : viz., those which were allowed to send up candidates for the highest, i.e., *Acharya* examination, those which sent up candidates for *Shastri*, and those which prepared candidates for the *Madhyama* and *Prathama* examinations.

1. Ibid., 1943.

2. Ibid., 1948, p. 40.

3. General Report., 1922, p. 137.

4. Weir Report., pp. 58-59.

The system of demonstration lessons had a beneficial effect on the methods of teaching. Most of the *pathshalas* followed the cheap and time honoured monitorial system, which left the *pathshala* classes in the hands of the assistant teachers, who were actually senior students preparing for higher examinations.¹

Few Sanskrit *pathshalas* had libraries and fewer institutions guided their students to make use of them. The discipline and health of the students were reported to be satisfactory. Most of the buildings of the Sanskrit *pathshalas* were improved and some *pathshala* met on open *Chabutras* exposed to the sun. Provincial Government revenues did not ordinarily contribute to the improvement of *pathshala* buildings. Only those *pathshalas*, which were opened by rich patrons, had *pakka* buildings but their number was small.²

During 1930-1931, both aided and unaided *pathshalas* were inspected by the Inspector of Sanskrit *pathshalas*. The total enrolment of these *pathshalas* was 4,262. Unlike other educational institutions, they did not charge fees. On the contrary, many of them were unable to attract students unless they fed them.³

The management of the *pathshalas* was generally in the hands of committees, some of these were only registered bodies. There were few *pathshalas* which had satisfactory arrangement for games and physical exercises.⁴

A large number of these *pathshalas* had only one teacher or two to carry on the teaching work. In the two teacher *pathshalas*, students were admitted to *Praveshika*, *Prathma*, *Madhyama*, *Shastri* and *Acharya* standards and it was quite impossible for two teachers to cope up with all this work. In most of these institutions, the *Praveshika* students, i.e. beginners were neglected, as the teachers had to take care of students appearing for the *Prathma* and higher examination.

There was a substantial decrease in the number of *pathshalas* in the subsequent years. It was due to ineffective supervision, lack of training of teachers, poor salaries of teachers and unsuitable accommodation in the institution.⁵

During 1945-46, it was decided to reorganize Sanskrit education. An Assistant Inspector was appointed to supervise Sanskrit schools.⁶

It was after the attainment of independence, during the regime of the first

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1. General Report., 1927, p. 109.
 2. Ibid., 1930, p. 77.
 3. Ibid., 1931, pp. 48-49,
 4. Ibid., pp. 49-50.
 5. Ibid., 1944, pp. 35-36.
 6. Ibid., 1946, p. 48.

popular Ministry, that special significance of these institutions and the need of reorganizing and equipping them in a befitting manner received attention. Various measures were set on foot to review the working of these institutions.

Thus we see that these *pathshalas* owe their existence to the old and cherished spiritual values and did not represent a protest against the English system of education. These institutions came into existence to meet a definite educational need which modern system could not satisfy.

BAZAR SCHOOLS :-

In big towns and cities, where the merchants were strong enough to supply the demands of the school, they established a special class of schools called the *Bazar* schools. These schools were also called *Mahajani* schools, on the basis of peculiar subjects which they taught, and the particular class of teachers they employed. The subjects of instruction were accounts, book-keeping, preparation of bills, drafts and arithmetic. The *Mahajani* or *Bazar* schools were a commercial speculation.¹

HALF TIME SCHOOLS :-

Another experiment, which was tried mainly in the Allahabad district, was that of Half Time school. Its chief advocate was the Chairman of the District Board, Allahabad. It was often felt that the system of primary education existing at that time was too literary and it was unpopular with the peasant class, because it alienated children from agriculture. The schools occupied children's time at an age when they could better be employed, acquiring from their parents a knowledge of agriculture, their hereditary occupation. To meet these objections, the Half Time schools were tentatively introduced in 1916.² The idea was that the child could be occupied in school for only half the day and the rest of the half day could be devoted to work in the fields. The Half Time schools were opened in agricultural areas so that the children of agriculturists could also join the schools. The Education Department tried to encourage this scheme by issuing special courses for such short time classes.³ The *Zamindars* did not like it. Nor these schools provided full three hours instruction to the lower classes.

The Half Time schools proved to be a failure. They were never popular and it was often reported that the boys were kept in school for the greater part of the day, and that they were really full time schools under another name.

The reasons of the failure of the Half Time system could be that firstly, the

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1. Indian Education Commission., 1882, p. 73.
 2. General Report., 1917, p. 63.
 3. Ibid.

majority of parents, whose children were attending the Half Time schools, wished them to attend a full time period. secondly, the adoption of Half Time system naturally involved the lowering of the standard of the Primary Schools curricula and for middle schools, normal schools and training classes. Thirdly, the requirements of the agriculturist parents were met by the Night Schools.¹ They were unwilling to spare their children in the day time.

NIGHT SCHOOLS :-

With the object of providing opportunities of elementary education to the adults the United Provinces Government, in May 1921, offered funds to the Municipal Boards of Lucknow, Kanpur, Agra, Meerut, Banaras and Bareilly for the development of Night Schools.² Local Boards were expected to establish such free schools in places where a minimum attendance of 20 students could be assured. Night schools were held in the buildings of the day schools. They maintained proper register for attendance and accounts which were open for inspection. No boy under the age of 12 was permitted to attend the Night school. Besides, only those boys were admitted in such schools who were not in attendance at the day school. The instruction was confined to reading, writing and arithmetic.³

The basic consideration for opening night schools was that since the occupation of villagers was agriculture, they were disinclined to send their children to the day school. But they had no objection in taking advantage of a Night school, provided it was not very far from their houses.⁴ Night schools were mostly run by Board's School teachers. For teaching in Night schools, these teachers were given additional remuneration of Rs. 5/- per month and a contingent allowance of Rs. 2/- per month for oil, etc.

With the formation of Co-operative Adults Education Societies for illiterate adults, a scheme for the education of adults in rural areas was tried in 1927-28. The Registrar of the Co-operative Societies organized Co-operative Adult Education Societies, where a suitable teacher could be found. The Co-operative Society was to contribute funds twice a year, each according to its means, but a minimum of eight annas a head for the purchase of books and other needful expenses. The schools met at least thrice a week except at the harvest. The Education Department met the initial cost of starting the school through the District Board concerned and also bore the contingent expenses.⁵

In 1939, a renewed effort was made to tackle the problem of rural illiteracy

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1. General Report., 1922, p. 92.
 2. Ibid., 1917-1922, p. 94.
 3. Ibid, 1927, pp. 80-81; Kichlu Report., pp. 36-37.
 4. Ibid., Kichlu Report., p. 35.
 5. Ibid, 1932, p. 67.

among the rural adults and a new scheme was launched. During 1940-41, there existed in the Province 396 adult Night schools, under the control of Education Department, with an enrolment of 9,707. It was considered an essential part of Rural Development. Though placed under the control of Education Department, the scheme was at first financed by the Agricultural budget, which met the expenses of the Rural Development Department.¹

In essence, there were three stages to the scheme, viz., propoganda, attainment of literacy and retention of literacy. There was no legal binding on adults to become literate. The object of the propaganda was to create a public opinion which would replace such legal compulsion. January 15, 1939, was observed as "Literacy Day", on which 9,245 public meetings were held. An attempt was made to have every educated person pledged himself to make at least one other person literate during the year, or pay a rupee to have it done. Consequently, Rs. 38,680 were collected in this manner.²

The next step was the opening of adults schools. Sixty such schools, directly maintained by Government and 915 aided schools, were started. These were mobile schools. When he had completed one village the teacher moved on to another, which needed attention. In addition to adult institutions, 100 special schools for women, 139 schools for police constables, and 10 jail schools were started for the benefit of convicts.³

SCHOOL FOR THE DEPRESSD CLASSES :-

Experiments were always taking place in the field of primary education in the United Provinces. Though there was very little demand among the lower caste Hindus for the kind of education given in vernacular schools, the primary schools for the depressed class in many districts were started in 1910. In the beginning, certain difficulties that of providing teachers for such schools; non-co-operation on the part of the higher class; and want of interest on the part of the depressed class parents, were faced. In Gorakhpur, for example, the *Doms* were said to be much opposed to the education of their children, but the school was started as an experimental measure.⁴ However, in Agra district the depressed class showed little enthusiasm for education of their children.⁵ The reason was that their children could earn some thing by working in day time but if they joined the schools, they were not in a position to earn at all. Gradually, it was experienced that the prejudice against the depressed class was disappearing. In 1912, in Dehradun the school's were run by the *Arya Samaj*. There were about 150 boys in three

1. General Report., 1942, p. 37.

2. Ibid , 1942, p. 37.

3. Ibid.

4. Ibid., 1912, p. 62.

5. Ibid., 1918, p. 10.

schools.¹ On the recommendations of the Board of Education in 1919-20, the experiment of appointing supervisors of schools for depressed classes was made in the districts of Meerut, Banaras and Jaunpur. The financial aid to cover the cost of education was given by the Provincial Government. The results of this experiment were so encouraging that all District Boards were invited to continue it².

A scheme of opening special school for depressed classes was outlined in the Government Resolution No 1231/XV, dated May 23, 1921. In that year grants amounting to Rs. 78,920 recurring and Rs. 7,350 non-recurring were sanctioned to the District Boards for this purpose. A scheme of further expansion was undertaken in 1922-23, when additional grant of Rs. 15,000 recurring and Rs. 2,970 non-recurring were given.³

In 1932-33 there were 757 special schools for depressed classes with an enrolment of 18,443 depressed class boys.⁴

The Hartog Committee examined, in detail, the problems of depressed class education. It was of opinion that these special schools had proved very expensive and these should be abolished and replaced by the mixed primary schools which were economical.⁵ Mr. Weir also concurred with the views of the Hartog Committee and recommended the establishment of ordinary Board schools rather than the creation of schools ignominiously called "Depressed Class Schools"⁶ He further suggested the amalgamation of budget under the head "Depressed Class Education" to the head "Ordinary Primary Schools" and the saving arising from this could be spent on awarding scholarships to the depressed class boys.⁷

Education for the depressed classes was definitely in progress but the pace of progress was slow. Bad economic condition of the parents was responsible for this slow progress.

During 1937-38, all the districts of the United Provinces had a supervisor, thirty under District Board Service and eighteen in non pensionable Government service. All the latter and twentythree of the former, belonged to the scheduled castes themselves, two to the backward classes and the remaining five to other castes.⁸

The Provincial Depressed Class Educational Committee constituted in 1941 was

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1. General Report., 1919, p. 12.
 2. Weir Report., p. 55.
 3. Ibid.
 4. Hartog Committee., pp. 226-228.
 5. Weir Report., p. 56.
 6. Ibid., p. 57.
 7. General Report., 1938, p. 55,
 8. Ibid., 1942, p. 53.

instrumental in stimulating the demand of education among the depressed class community.

With the object of increasing the proportion of teachers belonging to the depressed classes, it was obligatory on every district to depute one such candidate to a Normal School. Districts had to depute two teachers to a Central Training School or Training Class every year. A few candidates to receive training were also deputed by the District and Municipal Boards. The result was that the percentage of trained teachers in the District Board schools increased from one percent to two percent during 1941-42.¹ Three stipends were also devised for students of these classes in each of the Government Training Colleges. Reservations were also made for scheduled caste candidates in the appointment to the Education Department of the Government. During 1942-43, depressed class students were helped with their examination fees to the extent of Rs. 800/-²

In 1943, the number of scholarships for scheduled castes showed considerable increase. The scholarships were given at the monthly rates of Rs. 16/- in Intermediate classes, Rs. 7/- in High School stage, Rs. 5/- in class VII and VIII, Rs. 4/- in V and VI and Rs. 3/- in III and IV, in all Anglo Vernacular Institutions and Rs. 3/- in the Vernacular Middle Schools.³

FEMALE EDUCATION :-

Development of female education in India, a very important facade of education in general, owes its origin during the Company's period to Lord Auckland, whose famous Minute of 1843 on female education introduced a new chapter in the educational history of India.

The beacon light shown by Lord Auckland was promoted further by Lord Dalhousie, the Governor-General. Not only he wrote several minutes on the subject, but he also established Bethune College in Calcutta to foster and promote female education. What Auckland had visualised in 1843, Dalhousie accomplished a decade later. The stream of female education flowed even in the North Western Provinces.

Nowhere in India so much effort had been made to promote female education with greater ardour by direct Government agency, than in the North Western Provinces. In this direction the early efforts of the missionaries were succeeded by the endeavours on the part of the Education Department. In 1854, there were 17 missionary girl schools with 386 pupils in the North Western Provinces. Mr. Reid and Mr. Kempson, the successive Directors of Public Instruction from 1854 to 1878, were staunch advocates of female education who found strong support from Sir William Muir, Lieutenant Governor of North

1. General Report., 1942, p. 53.

2. Ibid., 1943, p. 29.

3. Ibid., 1944, p. 23.

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3. Ibid., 1944, p. 23.

Western Provinces and Oudh ,

The Education Despatch of 1854 clearly stated, "The importance of female education in India can not be overrated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men."² Consequently a movement in furtherance of female education in the Agra district was commenced by the Deputy Inspector of schools, Gopal Singh in 1855. The schools were attended by girls of all classes of Hindus including Brahamins. The teachers were selected by the parents of the scholars, and committees of respectable local gentlemen were formed to exercise a general supervision over the schools. There were in Agra District 288 Female Schools with 4929³ girls, in Mathura District 16 schools with 303 girls and in Mainpuri District 3 schools with 54 girls. But their numbers diminished during the revolt of 1857.¹

In 1859, a fresh start was made. In 1862, there existed 62 girls schools in the Province with 950 girls receiving education in them. Girls from the age of 5 to the level of adults used to study in these institutions. The curriculum was confined to three R's, along with some sewing, embroidery and stitching.⁵

During this period there was a great dearth of teachers. In the absence of women teachers, the Department decided to employ elderly men with a good record of working.⁶ However, it was hoped that subsequently women teachers would be trained. Three Girls Normal Schools were opened at Aligarh, Agra and Banaras. During 1867-68, Mrs. Graves was appointed as the first Inspectress of schools to look after the girls schools.⁷ Thus a moderate beginning was made by the Education Department, in the right direction.

During 1870-71, the number of girls schools in the Provinces developed to 640, with 13,853 pupils studying. Between 1871 and 1881, a great set back to female education took place. This anti development was mainly due to the financial difficulties of

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1. Indian Education Commission., p. 576.
 2. Wood's Dspatch, 19th July, 1854, para 83., S. E. R. II, p. 388.
Selections from the Records of Government of India., 1854-1868, p 21.
 3. S. E. R , Part II, p. 435.
 4. N. A. I., Selection from Educational Records of the Government of India, Vol. I. p. 87.
 5. Report on the Progress of Education, N. W. P., 1863-1864, pp. 37-49.
 6. General Report., 1863-64, p. 38.
 7. Ibid., 1867-68, pp. 42-52.

the Government. It was felt by the Government that if retrenchment was necessary, it could be carried out in the girls schools with the least prejudice to education.¹ A further decrease took place in 1877 and whereas in 1875-76, there were 400 Government primary schools for girls in the North Western Provinces and Oudh with 9,000 pupils; in 1880-81, only 160 schools remained with 3,757 pupils. The total number of girls schools in 1882, remained 308, with 8,883 pupils.²

These statistics of schools and female students prove that the progress made during the earlier years suffered a sudden set back.

The Education Commission of 1882 laid down elaborate rules concerning Government aids; standards of teaching; selection of text books; levying of fees; co-education, establishment of infant schools; appointment of female teachers; elimination of male teachers, etc. Some of the important recommendations made by the Commission are given below :-³

1. That all female schools be eligible for Government aids, so long as they produced secular results;
2. That the conditions of aid to be given to girls schools be simpler as compared to boys schools. The rates of aid be higher specially in case of those schools which were established for the poor or for low caste girls;
3. That the standards of teaching for primary girls schools be simpler as compared to those of boys. They should be drawn up with special reference to the requirement of their domestic life and occupations;
4. That greatest care be exercised in selection of text books for girls schools;
5. That while fees be levied where practicable, no girls schools be debarred from Government grant on account of their not levying fees;
6. That as co-educational schools were not generally suitable to the conditions of this country the attendance of girls at boys schools be not encouraged, except in those places, where there existed no girls schools;
7. That the establishment of infant schools or infant classes under the school mistresses be liberally encouraged;
8. That girls schools should not be placed under the management of local Boards or Municipal Boards, unless those institutions desired to take

1. Indian Education Commission., p. 526.

2. Ibid., pp. 526-527.

3. Ibid., pp. 599-601.

charge of them;

9. That the first appointment of school mistresses in girls schools placed under the management of District Boards be left to such Boards with the proviso that the mistresses be either certificated or approved by the Department. Their subsequent promotion or removal be regulated by the Boards, subject to approval of the Department; and
10. That rules be framed to promote gradual elimination of male teachers in all girls schools.

The guide lines referred to above provided by the Hunter Commission served as a beacon light to the educationists throughout the closing years of the nineteenth century and early twentieth century, till the problem of female education was reviewed and reconsidered by the Piggott Committee in 1913. The Piggott Committee made elaborate recommendations, such as constitution of girls schools, addition of classes to lower primary schools, training facilities for teachers, revision of curriculum, appointment of retired male teachers, etc. This Committee recommended that in its general constitution the girls school should be very similar to the boys schools. For convenience sake, the arrangement of classes should be more or less the same with some modifications in the curriculum. Efforts should be made to add class III and IV to the lower primary schools. The lower primary schools be developed into an effective feeder of a school, containing such classes. The training facilities should be enlarged to meet the dearth of trained teachers. Aided schools be encouraged to start training classes on their own account.¹ Wherever competent women teachers were not available, superannuated male teachers be re-employed. The teachers to be employed should be local men having the confidence of the parents.² The curriculum for boys and girls should be different, with less of arithmetic i.e. H.C.F. and L.C.M. The girls should be taught simple exercises in the application of the four rules to fraction not exceeding twelfth and sixteenth. They should also commit to memory simple fractional table of $1\frac{1}{2}$ and $2\frac{1}{2}$ upto 16 or 20 to which $\frac{3}{4}$, $1\frac{1}{4}$ and $1\frac{3}{4}$ should be added for exceptionally brilliant students.³ The Committee also approved the inclusion of sewing and cookery in the curriculum throughout the primary sections and recommended the introduction of a simple primer on Hygeine in class IV, the subject being carried further in the Middle Section.⁴

The duration of school hours were three hours for the preparatory classes (A & B) and four hours for other classes. More than two hours of continuous study

1. Piggott Committee., pp. 15-16.

2. Ibid., p. 17.

3. Ibid., p. 19.

4. Ibid.

should not be permitted without some interval for physical exercise, games or rest.¹

No girl above 10 years be allowed to a boys primary school. The girls should not be admitted to boys schools, if separate schools for girls were available.²

There should be one mistress for roughly every 25 girls. No single mistress should be required to teach more than two classes. To intelligent girls of poor families, small scholarships be awarded on a liberal scale. A number of new scholarships (of the value of Rs. 3 in class I and II, and Rs. 4 in class III and IV) be awarded to girls or widows, who desired to take up teaching as a career.³

The recommendations of the Piggott Committee were both sound and practical. They served as a very useful guide to the educationists.

In 1921, the Government invited the District Boards to adopt a forward policy in primary female education. The District Boards were promised half the recurring and non-recurring cost of experiment. Thirty two Boards agreed to accept the Government suggestions and forwarded their proposals.⁴

During 1921-22, to meet the recurring expenditure on the scheme, Government set apart Rs. 62,000/-. For non-recurring expenditure a sum of Rs. 103,000/- was allotted. The former sum of Rs. 62,000/- was to be incurred upon the improvement of the pay of the teachers, increase of stipend and allowances of pupil teachers in training from Rs. 6 and Rs. 4 respectively to Rs. 10/- and Rs. 5/- and augmentation of contingencies. The non-recurring allotment was to be spent upon buildings and equipments.⁵

As a consequence of this patronage by Government, the Boards of Lucknow, Banaras, Moradabad and Allahabad manifested great activity. However, certain Boards had left these primary female schools without adequate accommodation and equipment. Not only that, women teachers who were unfit for the work were appointed.

Generally at the headquarter towns Government of model schools were established. The superiority of these Model schools in comparison to schools maintained by local bodies was apparent.⁶

In obtaining teachers, village schools were at a disadvantage as compared with the schools in towns, because the better qualified mistresses were unwilling to go to the

1. Piggott Committee., p. 20.

2. Ibid.

3. Ibid., Resolution No. VII., p. 39.

4. General Report., 1917.1922, p. 121.

5. Ibid.

6. Ibid.

villages. In order to insure adequate and suitable staffing of village schools, it was necessary that village girl students should be encouraged to continue their studies and training. Despite difficulties of trained teachers, the Municipal schools made considerable progress.¹

Despite the occasional decrease in the total number of these schools, there was an increase in the number of pupils. However, so far, the female education was only optional. The element of compulsion in the field was yet to be introduced.

For the first time during 1935-36, compulsory education for girls was introduced in the province. Schemes from several Municipalities and District Boards were entertained by Government but only the best schemes were permitted to materialize. The Municipalities of Kanpur, Mathura and Mirzapur opened 49 Compulsory area schools in certain wards; 48 of these schools were primary and preparatory and only one was a middle school.²

The District Boards of Etawah and Lucknow opened primary schools on similar lines. All these five Boards were aided by the Provincial funds. In January 1936, the Government restored 6½ percent cut to the District Boards made in March 1932 to carry out their schemes.³

The Boards unanimously agreed to let the entire amount of Rs. 3.17 lakhs which, accrued to them, be spent on the expansion of female education. Consequently, in 1936, Miss T. J. Gandhi was placed as an officer on special duty to draw up a scheme of expansion of female education, showing how Rs. 3.17 lakhs could be annually spent profitably. Miss Gandhi made elaborate recommendations to improve the education of girls. Some of her recommendations are given below.⁴

1. The raising of certain District Board Primary schools into Vernacular Middle Schools;
2. The appointment of women teachers in boy's primary schools;
3. The appointment of District Inspectress of schools, whose job was to scrutinise the working of schools under their charge;
4. The provision of training for women teachers by providing them scholarships and hostel accommodation;
5. Aiding of certain English Middle and High schools at the headquarters of district and providing hostel accommodation in them for the benefit of

1. General Report, 1927, p. 88.

2. Ibid., 1937, p. 94.

3. Ibid., p. 95.

4. Ibid.

girls from rural areas.¹

The recommendations of Miss Gandhi were too sound and practical and were accepted. Its trial was given in a number of schools but the results were far from satisfactory, because no substantial gains could be achieved by the presence of a lady teacher in a boy's primary school. Although scheme of Compulsory Education for girls was also introduced it moved at snails pace till the country achieved independence,

TRAINING OF TEACHERS :-

Trained teachers were the crying need of the Education Department. In the North Western Provinces there were three training schools at Banaras, Meerut and Agra. The Banaras and Meerut schools were established in 1856-57 and that of Agra in 1858-59. The Agra School was infact started in 1853 by Mr. Reid as Central Institution for training vernacular teachers.²

In the Stanley's Despatch of 1859, it was clearly state ' that, "The institution of training school does not seem to have been carried out to the extent contemplated by the Court of Directors". In a later Despatch of the Secretary of State, dated March 24, 1862, satisfaction was expressed at "the improvement of the *Halkabandi* schools in the North western Provinces in consequence of the training of the teachers in Normal schools".³ From both the above mentioned Despatches, it is evident that special stress was laid upon the improvement of teaching from the early times. There was a Central Normal school at Lucknow and in other districts; and also there were normal classes attached to *Tahsili* schools (one in each district).

During 1882-83, there were 18 training institutions for male teachers in the North Western Provinces. The duration of training was of 2 years. Kumaun was the only division where there was no normal school. The qualifications were the Middle Class Vernacular Examination, with the subjects in which the students were required to be taught.⁴

The monthly pay of *Halkabandi* teachers varied from Rs. 5 to Rs. 12 per month. Teachers were promoted to *Tahsili* teachership on Rs. 10, Rs. 15 and Rs. 20. Such teachers were often promoted as Sub-Deputy inspectors and possibly Deputy Inspectors. But majority of *Halkabandi* teachers had little chance of ever getting Rs 12 a month and they had no claim of superanuation pension or gratuities. The total number of *Halkabandi* teachers was 5,731, of whom more than half were certificated and their

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1. General Report., p. 95.
 2. N. A. I., Selections from Educational Records of the Government of India., Vol. I, p. 64.
 3. Indian Education Commission., pp. 129-130.
 4. Ibid., p. 137.

proportion was yearly increasing.¹

During 1892-93, the course of Normal School was revised and remodelled. A stipend was also paid to the pupil teacher at Rs. 7/- per month. Persian and Sanskrit were entirely excluded from the curriculum. Roman *Hindustani* was retained. Every student was required to pass in Urdu and Hindi both. Admission was restricted to those persons who were acquainted with both forms of these vernaculars. In Middle Vernacular, every student was required to pass in arithmetic and mensuration, a written examination in a manual of Rent and Revenue Law and practical acquaintance with the records maintained by the *Patwaris*. He was also to satisfy his examiners that he could teach geography orally from the map without a text book.²

In October, 1894 J.P. Hewett, Secretary to the Government of India, in the Home Department advised the Secretary to Government of the N.W.P. and Oudh, that a college be established for training men to be instructors in the Normal as well as other schools, and the principal of the college was to exercise, superintendence over all the Normal Schools.³

There were two types of training institutions. Normal schools and Training Classes. The former had a two years course and imparted training of a higher type for the supply of teachers for Middle school. The latter had a one year course and imparted training of a lower type for the supply of teacher for assistant teachership of primary schools and for head and assistant teachership of preparatory schools.

Prior to 1913, the arrangements for procuring the services of primary school teachers were as follows: an "upper primary" teacher was required to hold a Normal School Certificate, and a "Lower Primary" teacher was to hold a Lower Primary Teachers Certificate. If a teacher of above qualifications was not available, the Boards were to appoint any one who had passed the Vernacular Final Examination. No untrained teacher could, however, rise to a salary of Rs. 10/- per month. The minimum pay of a primary school teacher was Rs. 8/- per month.⁴

The qualifications applicable to each of the above categories were thus that for the Vernacular Final Certificate, a candidates had to study in class V and VI of a Middle Vernacular School with Hindi or Urdu, elementary mathematics, history and geography, For Lower Primary teacher's Certificate, a candidate had to pass the Upper Primary Examination and work for a year in a Training Class attached to some Boards. Stipends of Rs. 3/-, Rs. 4/- or Rs. 5/- per month were paid to the teacher under training at the

1. Indian Education Commission., p. 138.

2. General Report., 1892-93, p. 54.

3. R. A., D. E. Records, File No. III-413/6, letter dated 31st October, 1894, p. 1.

4. Piggott Committee, Resolution No. II, p. 7.

Training Class. A Training Class consisted of not more than six students, who were below twenty five years of age. For the Normal School or Vernacular Teachers, Certificate, a candidate had to pass Vernacular Final Examination study two years in a Normal School, and pass an examination in Hindi and Urdu, elementary mathematics, history, geography, drawing and principles and practice of teaching. Stipends of Rs. 7/- per month were paid to the teachers under training at a Normal School.¹

In 1915, a committee under the chairmanship of Mr. A.H. Mackenzie, Principal of Allahabad Training College, was appointed to consider the problems of the training of vernacular teachers. The committee considered in detail the reform of Normal Schools as well as Training Classes with a view to improve the standard of vernacular school teachers. The committee devised methods for raising the standard of proficiency in languages and for providing greater opportunities for practice in teaching.² The members of the committee were of opinion that the addition of seventh class in the Middle Vernacular Schools would help towards remedying the existing evils but they recommended the strengthening of the staff of Normal Schools and Training Class. In consequence, the reforms introduced, as a result of the recommendations of the Committee, had improved the condition of the training institutions, but it was felt that they were still below the required standard.³

In 1922, the Committee on training of Vernacular teachers considered very carefully, the proposal whether the first year's course at a Normal School examination could be made to correspond with the course for the Training Class examination. The proposal was rejected because, after full consideration, it was held that the type of training imparted at each class of institution was separate and distinct and that it was impossible to continue them in a Normal School. Further, it was also held that the candidates, who were admitted to Normal Schools, should be those who had not previously passed the Training Class Examination because, in that case, it would be debarring candidates, who had passed the Training Class Examination from obtaining the higher qualifications which could have entitled them to better pay and prospect and thus penalising them for no fault of theirs.⁴

There can be no doubt that the training imparted at a Normal School was of a higher and more durable type. It had produced satisfactory results. Contrary to this, the training imparted at a Training Class was of lower and ephemeral type. It had not produced satisfactory results of lasting character. Moreover, this form of training was not suitable for retention in the educational system.⁵ In 1925, Mr. Kichlu examined in

1. Ibid.

2. General Report., 1917-22, p. 103.

3. Ibid.

4. Kichlu Report., p. 29.

5. Ibid.

detail the problems of training of teachers in Normal Schools and Training Classes. He was in favour of the abolition of Training Classes because they produced inadequately trained teachers and the overlapping situation resulted in a lot of wastage of time and energy. He recommended the opening of more Normal Schools and raising the intake capacity of each Normal School to 120.¹ In 1926, a committee headed by H. R. Harrop was appointed to examine the curricula of Normal Schools and Training Classes. He did not agree with the proposals of Mr. Kichlu but recommended the adoption of two distinct and self contained courses at Normal Schools to avoid overlapping.²

Thus the two year's continuous course at the Normal School for the Vernacular Teachers' Certificate Examination was divided into two distinct and self contained course of one year each. The first year's course was the course for Primary Teachers' Certificate Examination to be covered by the Training Classes and the second year's course was an advanced course in continuation of the lower course but complete and self contained. Untrained teachers, selected for training at Normal Schools were admitted in the first instance to the junior course for one year.³ Admission to the senior course was open only to teachers who had passed the Primary Teacher's Certificate Examination and had proved by subsequent work, their fitness to benefit by a further course of training. The candidates admitted to Training Classes or Normal Schools were to be not less than 18 years or more than 27 years of age.⁴

The staff of Normal Schools was graded with those of English Schools and was benefitted by promotions. Head Masters were graded as P. E. S. (Provincial Educational Service), and other masters were on graded scales according to their qualifications. The Normal Schools were staffed by teachers of higher attainments, who had been trained in Training Colleges; the Training Classes were staffed by men of lower qualifications who had passed only the Vernacular Certificate Examination. The Normal Schools were inspected by Divisional Inspectors and by the Deputy Director; the Training Classes could be visited by the district inspecting staff.⁵ Since Mr. Kichlu and Mr. Harrop submitted their reports, a new type of training institution had come into being—the Central Training School. This school was either run by the Government or the District Boards.⁶

Thus during 1930-31, there existed three types of institutions for the training of teachers for Vernacular Schools. The Normal Schools having a course of two years, prepared teachers for Vernacular Middle Schools, for the head masters of primary schools and

1. Kitchlu Report., pp. 29-33.

2. Harrop Report., pp. 29-30.

3. U. P. State Archives, Edu. Deptt. File No. 1024/1925., pp. 37-39. Harrop Report., pp. 29-30

4. Ibid , pp. 31-33.

5. Kichlu Report., p. 30.

6. Weir Report., p. 21.

for the District Board Teachers' Training Schools. The teachers had to appear at the Vernacular Teachers Certificate Examination conducted by the Department. The Central Training Schools and the District Board Training Schools had a course of one year each and trained teachers for the Vernacular Primary Schools. The qualification for admission to all the three types of schools were the same, viz. the Vernacular Final Certificate.¹

Instructions in physical training, games and scouting were given on improved lines in all Normal Schools. The teachers were also trained in village uplift work. The Normal Schools at Almora and Jhansi trained teachers specially as Scout Masters.²

The Central training schools were institutions, which trained teachers for Vernacular primary schools. The District Board Training Classes were found to be so inefficient and small that it was considered necessary to start larger, better staffed and equipped schools for the training of primary school teachers.³

During 1935-36, the certificates were of two kinds, the Vernacular Teachers Certificate and the Primary Teachers Certificates. The District Board Training Classes had disappeared in most of the districts by 1963.⁴

Admission to the Normal Schools was made by the Circle Inspector of Schools from among the names recommended to him by the selection committee from each District Board area. The admissions were made either for one or for two year course. Candidates for training, who had passed the P.T.C. examination, were admitted to the one year course, others to the two year course. The minimum qualification for admission was the Vernacular Final Examination.⁵ It was made a rule that atleast half the candidates selected should have also passed the High School Examination.⁶

The pupil teachers had to study language, method of teaching language, mathematics, history and geography, rural knowledge and school management and elementary psychology.

Special attention was given to the teaching of rural knowledge in Normal Schools which was made a compulsory subject. Physical training was imparted on modern lines. Hand work and playway methods of teaching were emphasised upon. During 1938-39, training in

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1. General Report., 1931, p. 44.
 2. Ibid., p. 45.
 3. Ibid.
 4. General Report., 1936, p. 30.
 5. Report on the Primary & Secondary Education Reorganization Committee Appointed by the Government of United Provinces., 1939, pp. 92-93.
 6. General Report on Public Instruction., 1942, pp. 64-65.

spinning and its processes was introduced, whereas in 1939-40, scouting was introduced which was an interesting feature of the activities of the Normal Schools. A gymnasium was introduced in Government Normal School, Muzaffarnagar. Training in pastel drawing, spinning and carding was imparted in some of the Central Training Schools. Steps were also taken to introduce the Basic system of education in these training schools.¹

In 1940, the training in Normal Schools and Central Training Schools was more practical than theoretical. Students received training in crafts and practice in teaching Basic classes.²

All Normal Schools were Government institutions and prepared students for Vernacular Teachers Certificate (V.T.C.) of the Education Department. The course was of two years. Although students who had already obtained the Primary Teachers Certificate (P.T.C.) of the Department were admitted to the senior class and took the examination after one year. The students trained by the Central Training School for the P.T.C. were given certificates by the Department. The certificate qualified its holders for work in the primary schools only. The duration was of one year. The Training Classes also prepared students for the P.T.C. Examination. They were maintained by the District or Municipal Boards and were intended to train the untrained teachers employed in the Boards.³

During 1946-47, there were only two types of institutions the Normal Schools and Training Classes for training the village school teachers. The Normal School had a two year course leading to the village Training Classes called the Hindustani Teacher's Certificate and the Training class had a one year course leading to the Primary Teachers Certificate. Some important changes were made in their curricula and it was proposed to turn all Training Classes into Normal Schools.⁴

Thus it will be seen that training of teachers received 'adequate' attention from the Government. Yet it was inadequate in the sense that primary education, as a whole, received a secondary attention from the Government, whose interest in this sphere was something beyond casual. Even then whatever the alien Government did in this field may be treated as adequate.

TRAINING INSTITUTION FOR GIRLS:

Until 1901, there was no school for girls training, when a Normal School belonging to the Church Missionary Society at Sagra, Banaras had been established. It was a unique institution in the Province. It did very useful work and trained only Christian

1. General Report., 1940, p. 60.

2. Ibid., 1941, p. 41.

3. General Report.. 1943, p. 38.

4. Ibid., 1947, p. 69.

teachers. In March 1902, there were twentyone pupil teachers on the rolls of the Siga Girls Normal School.¹ A trained certified teacher was requisitioned from England by the Mission and added to the staff of the Normal School.²

The necessity of training school for female teachers in vernacular girls school had been realized. In 1903, a Normal School was opened at Lucknow.³ The existing Municipal Middle Vernacular School for girls was taken over by the Department as a practising school and Normal School classes were started in the month of August. A house in the close proximity was acquired on rent as the boarding house in which five boarders were admitted. At the end of the year, the boarders were shifted to a larger house in the Civil Lines.⁴

The qualifications for admission to Training Classes for the women's Vernacular Teachers Certificate Examination was Vernacular Lower Middle or Anglo-Vernacular Middle Examination for girls. Classes were maintained in Government Normal School and were attached to certain aided schools.

A stipend of Rs. 8/- per month was given to each woman under training, on condition that she executed an agreement to the effect that after completion of training she would work as an instructor of a training class or mistress of a recognized primary school for a period of three years. A stipend of Rs. 6/-per month was given to women under training, on condition of undertaking a three years engagement in a recognized primary school.⁵

In 1913, the scales of pay, recommended for female teachers by the Piggott Committee were as follows :—⁶

Qualifications	Pay	
	Minimum	Maximum
Anglo-Vernacular Middle Passed	Rs. 30/-	Rs. 40/-
-Ditto—and trained	„ 35/-	„ 50/-
Vernacular Final passed	„ 20/-	„ 30/-
-Ditto—and trained	„ 25/-	„ 45/-
Primary passed	„ 12/-	„ 20/-
-Ditto—and trained	„ 15/-	„ 25/-
Uncertificated	„ 10/-	„ 15/-

1. General Report., 1902, p. 2 ,

2. Ibid., 1903, p. 32.

3. Ibid.

4. Ibid.

5. Piggott Committee., Resolution No. VII, p. 40.

6. Ibid. p. 41.

In 1922, there were only two Normal Schools, one at Lucknow and the other at Bareilly. The third at Allahabad was started in 1927. The number of Training Classes attached to aided schools had increased from 4 in 1921-22 to 7 in 1926-1927. They were all attached to aided Mission schools. Thus the total number of classes preparing for Vernacular Teachers Certificate had increased from 6 to 10 during the quinquennium.¹ It is reported that there was great demand for admission to these classes, and each year, applicants had to be refused on account of lack of seats. The Government Normal School, Lucknow, admitted both Hindus and Muslims but to the Normal Schools at Bareilly and Allahabad, only Hindus were admitted, as it was not feasible to make adequate arrangements of *parda* for Muslim girls. In the Training Classes attached to the Mission schools, practically all the pupil teachers were Christians who after training were employed in Mission schools.²

During 1934-35, there were three grades of Training Classes. They prepared candidates for (1) the Teacher's Certificate, (2) the Vernacular Teacher's Certificate and (3) the Primary Teacher's Certificate. Candidates eligible for admission were those who had passed the (1) High School Examination, (2) the Middle School Examination and (3) the Primary Certificate Examination respectively. In all, there were 53 Training Classes of these three grades.³

During 1937-38 the total number of Training Classes for women had increased from 53 to 54. The addition was a Primary Teachers Certificate Class which was started at Kanpur by the Municipal Board. The period of training in the above three types of Training Classes was two years. The value of a trained woman teacher in the primary classes was everywhere recognized and the establishment of large Central Training School and Normal Schools, where these women could be trained, was urgently needed.

During 1939-40, a Circle Inspectoress was appointed to supervise five or six of these training centres in her circle. She was responsible for the admission, training and examination in addition to her regular duties.⁴

During 1940-41, all Government Normal Schools followed the Basic curriculum in classes I and II with success. The works of art and handicrafts were specially good in the schools of Agra and Allahabad. Pottery had been introduced in place of clay modelling.⁵ There were 1071 more trained women teachers employed in girls schools in 1941-42 than in 1936-37, which testifies to the effort made to increase the output of trained

1. General Report., 1927, p. 117.

2. Ibid.

3. Ibid., 1935, pp. 53-54.

4. Ibid., 1940, p. 62.

5. Ibid., 1941, p. 42.

women teachers.¹

During 1942-43, there were about 300 women teachers employed in boys primary schools in villages.²

Everyday the urgency for women teachers grew in importance. The Public Service Commission of U. P. had to report that they could not supply the demand of the Government institutions, not to speak of the private ones. It was a matter of regret that the teaching profession had not been able to attract the attention of the public till 1947.³

SCHOOL BUILDING

One of the major problems confronted in the expansion of primary education in the United Provinces was school buildings. Although the *Zamidars* and other wealthy persons rendered yeoman service by providing accommodation but by and large the state of school buildings of primary education was deplorable⁴ Accommodation for the school was often offered in the *Verandah* of a *Zamindar's* house, or in a village *chaupal*, or in rented quarters. Apart from the insufficiency and unsuitability of the place and surroundings, complaints were common that constant interruptions made it impossible to carry on the school work efficiently. The owner of a house naturally could not restrict his movements. He regarded the school master as his inferior and called him away from his classes on any private business. The same difficulty arose in the village *chaupal*. Then again in most of the villages there were two rival factions and students could not go to school housed in the house of a man of opposite party.⁵

Rented buildings beside being unsuitable were generally becoming expensive. The owners of the rented buildings were constantly urging the Board to increase the rents or vacate the buildings. Under the circumstances a Government building was considered as a place where everyone had equal rights besides being better adopted for a school. The construction of suitable school buildings was a boon which the general public fully appreciated.

The District Boards utilized the finances placed at their disposal for the construction of the buildings for the primary schools. In many places the Board acquired the land and got the school buildings constructed. The difficulties of suitable lands, reliable contractors, in addition to the high cost of building materials retarded the progress of school buildings.

1. General Report., 1942, p. 67.

2. Ibid., 1943, p. 40.

3. Ibid., 1948, p. 48.

4. Ibid., 1903, p. 28.

5. Ibid., p. 29.

Standard plans were issued by Government in 1911. These plans provided for "*Kachcha pakka*" buildings, i. e. brick-in lime for lower courses and the course round door ways and windows, roofs being of country tiles on bamboo frame work and *sal* wood beams. The school plans included a *pakka* enclosure wall with a wooden gate. The cost of accommodation provided was as follows :—¹

Plan No.	No. of boys	Plinth area	Room Space.	Verandah space	Cost
		Sq. ft.	Sq. ft.	Sq. ft.	Rs.
I	30	567	250	200	590
II	40	1204	500	410	1090
III	60 to 75	1525	936	300	1318

In February 1912, the matter concerning school buildings was discussed in detail by a Committee convened by L. Stuart, which held that in view of variations in local conditions one plan would not do for the Province as a whole.² It was generally felt that the *Kachcha Pakka* buildings, provided in the standard plans, were substantially sustained but country tiles were especially liable to damage from monkeys and high winds. Wooden beams and battens were liable to the attacks of white ants. Steel joists and T or angle iron battens were economical in the long run and locked tiles where obtainable were preferable to country tiles. The substitution of iron for wooden *chaukhats* was also recommended. In Central and Western districts of the Province flat roofs were recommended in preference to pitched roofs.³

The standard of space laid down in these plans was 12 square feet for each pupil. The result was an estimate costing of Rs. 27 per pupil, which rose to at least Rs. 35, if permanent roofs were provided.⁴ As regards lighting, the Committee recommended that as many windows as possible should be provided in the back walls which should not be less than five feet in height.

The standard plan provided for 4 feet high boundary brick wall, which was necessary to prevent astray animals entering into an open school.⁵

The Committee on Primary education and the Committee on school hygiene discussed amendments of school plans. The matter was finalised in consultation with the Public Works Department. The Government laid down following general principles to be

1. Piggott Committee., p. 27. (Appendix A)
2. Ibid.
3. Ibid.
4. Ibid., p. 28.
5. Ibid , p. 29.

observed while constructing new building for the primary schools.¹

That the building should be capable of extension; accommodation being provided in the first instance for 90 boys and afterwards being doubled if necessary; that the rooms should be of square shape, placed end to end in a line and connecting with each other through a wide *verandah* in which the junior classes could be seated; that each room should have a floor area of 360 square feet, and a height of 15 feet; and that the type should be durable in design so as to obviate the wasteful cost of repairs.²

Subject to these main principles, the detailed recommendations of the committee on hygiene in regard to site, drainage, lighting, ventilation, orientation and equipment were accepted by the Government.

In 1915, the designs for primary school buildings were issued by the Government to assist the Boards (Appendix). The estimated cost for a school building of this kind was Rs 2,650/- only. While circulating the design, the Government pointed out that it was the cheaper design to provide sufficient accommodation. At the same time, Government also aimed to ensure that the building would be substantial enough to prevent costly annual repairs. The Government advised the Boards to adopt these designs for the construction of the buildings for new primary schools. It was further emphasised that it was not intended that old school buildings would be replaced by new school buildings of that design, unless they were insanitary or otherwise entirely unsuitable.³

The Committee also recommended that in each properly constructed girls school, the entire building should be surrounded by a *parda* wall, enclosing an open courtyard. There should be quarters for the teachers, with separate *parda* arrangements. If a training class was attached to the school, each student in the class should have a living room not less than 12' x 15' in size. Within the *parda* wall there should be adequate sanitary arrangements and, if possible, a well. Outside the courtyard there should be quarters for a *chaukidar* and for the school conveyances. Light hand-carts or bullock-carts were recommended for towns and also the ordinary *doli* elsewhere. A small conveyance fee for its use was imposed except in cases of genuine poverty.⁴

However, the Boards had found that it was not possible to erect buildings for primary schools according to the prescribed design in remote villages. Consequently, with the help of educational officers, the Boards devised plans of buildings in which materials at hand could be used. The main consideration in the revised plan was to

1. Piggott Committee., Resolution. No. V, p. 25.

2. Ibid.

3. S. A. Edn. Deptt., File No. 313/1915., pp. 1-12., General Report., 1917, p. 54.

4. Piggott Committee., Resolution No. VII, pp. 42-43,

carry up the local rafters which was usually from 12 to 14 feet. The ideal dimensions of earlier plans had to be sacrificed. The object of the new scheme was to publish two such designs of school buildings that could be built at comparatively small cost with unskilled labour with the help of locally procurable materials. The plans of such schools also included houses for teachers and these could be extended further if necessity arose.¹

The experiences of some of the District Boards were circulated for the benefit of others, particularly as regards (1) improvement of old buildings which had been condemned, (2) mode of repairs so as to avoid delay and the disastrous consequence and (3) selection of healthy sites.² Despite these endeavours, a satisfactory solution to the problem of buildings for primary schools could not be found.

In his Report (1925), the position of building was examined by Mr. Kichlu. According to him, out of 12, 949 primary and preparatory schools maintained by the District Boards in the province, only about 6000 had got buildings of their own. The remaining schools were held either in rented or borrowed buildings or had no buildings at all and the schools met under trees, etc.³

Mr. Kulwant Rai in his Report stated that out of 250 buildings used by 224 primary and preparatory schools in the Province, only 61 belonged to the Boards and the remaining 169 were rented buildings.⁴ Mr. Harrop mentioned in his Report that on March 31, 1926, out of 7,156 ordinary primary schools, 1916 were in borrowed buildings and 439 had no buildings. Out of 5,538 preparatory schools 3,833 were in borrowed buildings and the rest had no buildings.⁵

It may be noted here that the District Board buildings had not kept pace along with the growth in the enrolment of students. In 1924, the Boards owned 6,000 buildings for an enrolment of 8.1 lakhs. In 1933, they owned 6,900 buildings for an enrolment of 9.6 lakh students. The District Boards anxious to diffuse education had devoted more and more of their financial resources to the salaries of their teachers and had neglected to provide for the school buildings. Grants amounting to over Rs. 9 lakhs for the construction of the school buildings were distributed from 1926 to 1929 amongst 21 District Boards.⁶

After independence a large scale school building programme for the construction of primary school buildings was undertaken by the Government.

1. General Report., 1917-1922, p. 89.

2. Ibid.

3. Kichlu Report., p. 28.

4. Kulwant Rai Report., p. 16.

5. Harrop Report., p. 43.

6. Weir Report., p. 25.

SALARY OF TEACHERS :—

After the primary schools were transferred to the control of the District Boards in 1882-83, there was no change in the salaries of teachers. In 1896-97, in Bundelkhand the salary of the assistant teacher ranged from Rs. 4 to Rs. 10 per month, while in Oudh it was from Rs. 2/- to Rs. 5/- per month. Prior to 1913, an upper primary school teacher was required to possess a Normal School Certificate, while a lower primary school teacher a Lower Primary Teacher's Certificate. If persons of these qualifications were not available, the Boards were permitted to appoint anyone who had passed the Vernacular Final Examination. However, no untrained teacher could rise to a salary of Rs. 10/-. In such a case the minimum pay of a primary school teacher was Rs. 8/- per month.¹ It was badly felt that the salaries of the teachers were very low. In the Government of India's Resolution of February 21, 1913, the minimum salary of a primary school teacher was intended to be Rs. 12/-.² The Government felt that primary education was in a comparatively backward condition. Consequently on May 13, 1913, the Lieutenant Governor of the United Provinces appointed a Committee under the Presidentship of Mr. Justice Piggott to make an enquiry into the conditions of the primary education in the Province and advise improvements. The Committee covered the whole field of vernacular education and led to a complete re-organization of the primary education. It recommended the following scales of pay to the teachers of primary schools.³

HEAD MASTERS IN PRIMARY SCHOOLS :

30 per cent on Rs. 14/-	per month.
40 per cent on Rs. 16/-	„
20 per cent on Rs. 18/-	„
10 per cent on Rs. 20/-	„

ASSISTANT TEACHERS IN PRIMARY SCHOOLS AND ALL TEACHERS IN PREPARATORY SCHOOLS :

40 per cent on Rs. 10/-	per month.
50 per cent on Rs. 12/-	„
10 per cent on Rs. 14/-	„

The stipend of Rs. 6/- in Training Class and Rs. 8/- in Normal School was fixed.

However, owing to the rise in the cost of living these additions in pay proved inadequate. Naturally the teachers became dissatisfied but the District Boards had no

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1. Piggott Committee., p. 10.
 2. Ibid.
 3. Ibid., Resolution No. II p. 10.

finances to grant them relief. The local Government came to the rescue of the District Boards. The first relief was given with effect from 1st November, 1920. It approximately amounted to an all round increase of Rs. 3/- per month with a minimum of Rs. 12/- per month for untrained teachers. Towards the close of the year, a further revision of pay scales was made to take effect from 1st April, 1921.¹

The revised scales of pay were² :—

Students in training	Rs. 12/- per month as a minimum
Untrained assistants	Rs. 12/- " "
Trained assistants	Rs. 15/- rising up to Rs. 20/- per month.
Head masters	Rs. 20/- rising up to Rs. 30/- per month.

The standard of staffing was laid down at the rate of one teacher for every 30 boys in average attendance and one teacher for the excess, if any, of the number in average attendance over a complete multiple of 30. The Government also allowed classes III and IV to be opened in one teacher schools, provided that the average attendance was not in excess of 30 pupils. The teacher was not entitled to be paid according to the scale approved for head masters. If the average attendance of students reached 31, the second teacher would have to be added and the school then became an ordinary full primary school.³

By 1940's the scales of pay for teachers in District Board service remained from Rs. 22 to Rs. 30 per month for trained head teachers, Rs. 17 to Rs. 20 for trained assistant teachers and Rs. 12 to Rs. 14 for untrained teachers.⁴ Salaries of teachers in the Municipal Boards were usually equal to these scales or exceeded them. In the aided and unaided schools, the salary was lower. The average salary in such schools was about Rs. 14/- per month.⁵

During 1942-43, the minimum pay of a trained teacher in the District Boards remained Rs. 17/- per month, whilst for an untrained teacher the minimum salary was Rs. 12/- per month as before. These salaries proved hopelessly inadequate due to high cost of living in those days but very few District Boards could grant any form of dearness allowance. In the Municipal Boards, the salaries paid to the teachers varied. In the aided schools, the same minimum pay was supposed to apply, but it was doubtful whether they actually did. Usually the District Boards gave aid equivalent to half the minimum salary. The management was supposed to contribute the rest either in cash or in food.

1. General Report., 1921, p. 18 ; Harrop, H. R., p. 27.

2. Ibid., 1917-22, p. 86.

3. Ibid., 1927, p. 71.

4. Ibid., 1942, p. 34.

5. Ibid.

The District Board teachers had fairly reasonable conditions of service. They had the benefit of Provident Fund, the protection of District Board Education Rules which governed promotion and the right of appeal against orders of punishment and supersession passed by the Chairman of the Committee.¹

FEES :

The Despatch of 1854 by Sir Charles Wood required that fees should be levied in all schools receiving assistance from public funds.²

The amount of fees varied from district to district, but this was everywhere so low as to present no obstacle to the spread of education. In lower primary schools the fees ranged from one pice to one anna.³

In their Resolution appointing the Education Commission of 1882, the Government of India stated; "It is no doubt right that persons in good circumstances should pay the full cost of their children's education, or at any rate that no part of this should fall upon State funds". Government Resolution dated the 8th November, 1918, laid down, "In order to ensure that no child will be prevented by poverty from proceeding through the full primary course, there should be no restriction on Boards in regard to exemption from fees. The present rules are, therefore, being abolished and replaced by a single rule specifying that exemption should be freely given to the children of poor parents".⁴

The majority of the Municipal schools were free. In theory they were open only to the children of indigent parents, but practically to all. Thus they adversely affected the attendance at schools which charged fees.⁵

During 1904-05, the average fee realized in District and Municipal schools was about 4 annas a year, at an average cost of Rs. 3-9 as, per scholar; in the aided schools, it was under annas 2 at average cost of Rs 2-3 as. There had been an enhancement of fee rates in some districts, while in others, small fees had been levied for the first time in the Board schools. In Jaunpur, the rates had been raised to 1 pice, 2 pice and 3 pice in the preparatory, lower primary and upper primary sections respectively.⁶ In Farrukhabad

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1. General Report., 1943, p. 7.
 2. Progress of Education in India., Vol. I, (1902-7)
 3. Fifth Quinquennial Review., 1909, pp. 132-133.
 4. Weir Report., p. 42,
 5. General Report., 1902, p. 3. (As early as 1879, a fee of one anna a month was taken from the boys in many schools. Mathura and Agra began to levy fees since 1891-92.
 6. General Report., 1905, p. 26.

district the preparatory classes were free, but the fee for lower primary section was fixed at two pice and for the upper primary one anna. In Gonda District the Board had decided to levy fees at half the Farrukhabad rates; in Hamirpur a fee of 2 pice had been fixed in the highest class of primary schools. In Azamgarh district the rates of fee had been raised. The Board sanctioned exemption of 20 per cent for poor scholars. In Bijnor district the average fee in Board schools was 2 pice and in aided schools 8 pice. In Dehradun no tuition fee was charged.¹ This was the district in which education was most widely spread.

It is evident from the above narrative that the fees derived from lower primary classes by the Board must be inadequate in amount and scarcely worth exacting. It is unlikely that the average fee in the preparatory and lower primary classes of village school comes to about two annas a year; it may be nearer one anna. On the recommendations of the Indian Education Commission in 1882,² the policy of levying fees in these schools was approved by the Government of India.

Thus fees ranged from one pice a month to two annas a month in various schools and districts. However, no fee was received in the Night schools, Half Time schools and schools for the Depressed Classes.³

During 1925-26 there was a demand for free primary education. Government accorded sanction to this proposal. Some Boards proposed the abolition of fees in the primary and preparatory sections and were informed that Government had no objection to the abolition of fees in the primary schools of the Boards provided the District Boards met the extra cost owing to abolition of fees from its own resources without reducing its expenditure on vernacular education below the minimum standard prescribed by the Government. During 1926-27, there were no fewer than 26 District Boards experimenting with free primary education.⁴ The experiment failed. Enrolment was enhanced but it was at the cost of efficiency. The expenditure on buildings and equipments dwindled away yearly. Some Boards became bankrupt.⁵

It was conceived that the imposition of fees would result in a marked flight of the children from the school, but the experiments made in the districts of Rae Bareilly, Unnao and Barabanki from 1923 to 1932 clearly indicated that the imposition of reasonable fee would not deter children from coming to schools.⁶ Therefore, Mr. Weir had recommended to Government that the permission to accord free primary education except

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1. General Repot., 1905, p. 26.
 2. Ibid.
 3. Ibid., Piggott Committee., Resolution No. IX, p. 53.
 4. Weir Report., p. 43.
 5. Ibid., pp. 44-45.
 6. Ibid., p. 45.

in areas under compulsion be withdrawn and all Boards be required to levy monthly fees at the following rates in primary and preparatory schools.

Infant class	As. 0— 6 P.
Class I	„ 1— 0 „
„ II	„ 1— 0 „
„ III	„ 2— 0 „
„ IV	„ 2— 0 „

During 1936-37, exempting the Compulsory Areas, fees were charged in both rural and municipal areas, the rates prescribed were in infant class minimum 1/2 anna and in other classes two annas were charged.¹

Until 1947, there had been no substantial change in the scale of fees charged in primary schools which at their highest were only two annas per month. Mostly fees were less than two annas. In 1947, due to revision of teachers grade, it became imperative to raise the fee scales. Unfortunately this rising of fee was misunderstood by the student community. Students started agitation against the enhancement of fees. There were strikes and agitations all over the Province on this issue. Timely intervention of national leaders brought the trouble to an end. As a result of the standardization of fee scales, a large number of unauthorized fees were definitely forbidden, while the tuition fee was increased by 50%, the net burden on the pockets of the guardians was not high. Enhancement of fees was a much needed reform. It, however put an end to the levy of unauthorized fees.²

AIDED SCHOOLS :

The aided primary schools constituted a major unit and were objects of controvercies and criticism. As India had always some sort of educational system from the very beginning, these private schools were existing all over the country. Due to shortage of funds, these schools were normally in a very poor stage. Moreover the standard of education in such schools was not considered up to the mark. Schools were very poorly housed and attendance was most irregular. It was, therefore, decided that some grants be given to these private schools. The schools which received the Government grants were named as aided schools.³

Wood's Despatch had recommended that a system of grant-in-aid be evolved to help the growth of primary education. Rules for grants in-aid were framed but they had little reference to the primary schools. According to the Despatch of 1859, the Government concluded that the grant-in-aid system was not unsuited to the supply of

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1. Weir Report., p. 43.
 2. General Report., 1948, pp. 16-17.
 3. General Report., 1895-96, p. 37.

vernacular education to the masses and the means of elementary education should be provided by the direct instrumentality of the officers of the Government. The result of this policy was that most of the primary schools were run by the Department of Education.¹

In 1861, there were nine aided schools, and in 1862 fourteen schools received grants-in-aid. All these were Missionary schools.² During 1886-87, the grants-in-aid were distributed to 76 primary schools in Rohilkhand division. The details of these were thus :³ Moradabad 28, Badaun 20, Bareilly 16, Shahjahanpur 8, Pilibhit 4.

According to the Act XVIII of 1871, which was later on incorporated in the Act of 1878, a District Committee was constituted in each district to control and supervise the expenditure of Provincial Fund assigned to the district. Each of these education Committees was consisted of the *Zamindars* nominated by the Government. The committees were given powers of appointments, dismissal, punishment, etc., of teachers. They were required to maintain school buildings and prepare a budget for sanction by the Government. In 1883, the Local Self Government Act was passed. Under this Act, the District Boards were created in 1885, which superseded the old District Committees. These new District Boards were left to their own resources. The deficit in their budget was to be made up by a lump sum grant from the Provincial Funds, and all primary schools were under its control.⁴

For the first time during 1895-96 the grants-in aid were given in a regular way to primary vernacular schools under private management. These grants were given to 54 primary schools. A sum of Rs. 75,000/- was given to District Boards to be spent for this purpose. District Boards were sanctioned some grants-in-aid so that they could encourage the existing indigenous schools to become more efficient and to hold out inducements to open new schools. In their anxiety not to let any of the special grant lapse for this purpose the District Boards distributed aids without much discrimination. This distribution resulted in allotting the grants to many undeserving schools. It was, therefore, deemed necessary that grants-in-aid should be given on certain principles and with a certain amount of discretion. The Government based its policy of aiding schools of a primary character on the recommendation of the Piggott Committee. In their Resolu-

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1. Despatch from the Secretary of State for India to the Governor General, Despatch No. 4 India office, 7th April 1859, para. 50.
 2. R. A., D. E. Records, File No. X/6, Revision of grants-in-aid rules (letter No 2097 A of 1864, dated 15 July 1864,)
 3. R. A., D. E. Records, File No. II-6 of 1886-1887., p. 15.
 4. R. A., Education Deptt. File No. 172/1882-83, pp. 7-8 (Letter from Secretary to Government N. W. P. and Oudh to Director of Public Instruction N. W. P., dated 17 March, 1883.)

tion of 1st February, 1913, the Government of India, laid down the principles, "Expansion should be secured by means of Board Schools except where this is financially impossible, when aided schools under recognized management should be encouraged".¹ The Piggott Committee recommended the following principles for giving grants-in-aid.²

1. Strengthening the existing Board schools by augmenting the existing staff and thus raising its standard,
2. Making it more efficient by opening additional classes for training teachers and additional Normal Schools. Improving the pay and prospects of existing teachers and pupils at Normal Schools and Training Classes and
3. Establishing new Board's aided schools in suitable localities or converting the existing aided school into a Board school.

Between 1911-12 and 1913-14 there was an increase of about 200 aided schools in the Province. There was a slight decrease in the number of schools during 1914-15, a larger decrease in 1915-16, and a very large decrease of 1409 schools in 1916-17. The reasons for this decrease were the recommendations of the Piggott Committee, and the policy of U. P. Government was based on these recommendations.³

According to the Resolution of the Government which has issued in 1914 and was based on the recommendations of the Piggott Committee, the conditions for a grant-in-aid in all cases were laid down :—⁴

that the school must have a Board, capable of guaranteeing a reasonable expenditure ; that in the case of a full primary school, it should teach the regular curriculum ; that in the case of a preparatory school, it should be affiliated to one of the Boards existing primary schools and pass a reasonable proportion of its pupils into the latter ; that the average attendance of students and the fees must be approved by the Board in each case ; that in the case of Boards' own schools the number and qualifications of the teachers should not fall short of the minimum required ; that the suitable accommodation, books and equipment be provided to the institution, so as to satisfy the Inspecting Officer; that the current account and prescribed registers of accounts must be kept up ; that the accounts and registers and the school itself must be open to inspection under the orders of the Boards or of the Director of Public Instruction ; rules prescribed by the Director of Public instruction

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1. Piggott Committee., Appendix E. p. 31.
 2. Ibid., p. 32.
 3. General Report., 1917, p. 55.
 4. Piggott Committee., Resolution No. VI, pp. 31-32.

must be observed and that only secular subjects were taught in the schools.

The main precautions underlying these conditions were that the school should meet a stable local demand, that the teaching be efficient and the school should not become a cheap rival to the Boards' own schools. Thus it will be seen that the conditions for grants-in-aid from the Government required existence of a Board, regular attendance, qualified teachers, good accommodations, books, equipment, maintenance of regular accounts, observance of prescribed rules and secular character of the institution.

The U. P. Municipalities Act was passed in 1916 which laid the foundation of the present day structure of the local Boards in cities and towns. During the years 1918 to 1924 the recurring grants sanctioned to the District Boards for vernacular education made a rapid rise. This increased from 15½ lakhs to Rs. 61½ lakhs. In addition to these grants, a sum of Rs. 22½ lakhs was given to these schools as non-recurring grant to enable them to improve their buildings and equipments.¹

In 1924, Mr. Kichlu submitted his report. According to this report, prior to 1919-20, the lump sum grants were given to the District Boards by the Local Self Government Department. It was in 1919-20, that for the first time grants were given to the District Boards on a systematic basis for specific purposes. In the year 1921-22, the work of Local Self Government Department was transferred to the control of the Education Department. From that year all the grants, which were given to District Boards for education, were given in separate form. With effect from 1st April, 1924, the educational grants were consolidated into a three year contract and were fixed on adhoc basis.²

Mr. Kichlu recommended that a definite sum should be earmarked for the expansion of primary education and the Boards should not be allowed to divert funds from one head to the other. Under the three year contract the existing recurring grant should become the basic grant and the fresh recurring grant should be called the supplementary grant. After the lapse of three years, grants for schemes of a well established character should be absorbed in the basic grant. Those grants which referred to schemes of an experimental character should continue to be treated as supplementary grants. The savings from all supplementary grants should be credited annually by the Boards to the appropriate education funds on the principles laid down in the orders in regard to three year contract. As regards the proportion of the grant to be given by the Provincial Government, the following recommendations were made :—

1. The basic grants in respect of each Board were to continue as already fixed.
2. A rigid and general rule of proportion applicable to all Boards was subject

1. Kichlu Report., 1925, p. 1.

2. Ibid., p. 42.

to certain disadvantages as much as it discouraged Boards having deficit from undertaking schemes of expansion and Boards with surplus funds were to obtain larger grants than they were fairly entitled to. It was, therefore, thought desirable to introduce a system which could enable grants for extra expenditure to be given on equitable principles and encourage the Boards to shoulder the extra burden within the limits of their resources. For this end in view, it was necessary to lay down a definite scheme of funds in case of each Board separately taking into consideration its resources.¹

3. Accordingly, the District Boards were to be graded in accordance with their financial position and capacity. After the gradation of the Boards, the proportion of funds to be met by the Government should be determined by the grade assigned to the Board. The grade assigned to each Board after a consideration of its financial position and working capacity should be shown in terms of certain percentage, which could indicate the position of the cost of its approved extra expenditure, and which could be met by the grants from all the District Boards in the Province. The proportion of grants to be given could be 50%, 60%, 70%, and even 75%.² The majority of the District Boards were to be in the grade of 60% aid group which should represent the average proportion and the remaining Boards were put in the other grades, keeping in view their resources and capacity.
4. A District Board was required to spend at least 25% of its net income on the education to entitle it for Government grant.

Under the system described above the grade assigned to each Board was fixed for a period of five years. At the expiry of every five years the position in regard to gradation of each Board was to be reviewed and the grade re-assigned.

This report was also reviewed by Mr. H. R. Harrop, who opined that the recommendations of Mr. Kichlu in respect of gradations of Boards were unrealistic. The result was that Mr. Kichlu's proposal for grading the Board was not accepted.³

As a result of District Boards Primary Education Act of 1926, compulsion in the sphere of primary education was introduced in some of the District Boards.

The following five heads of expenditure were added: primary education ordinary, Islamia Schools and *maktabs*, depressed class education, middle (Vernacular) and girls education. A separate Education Fund was constituted, to which the savings accrued

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1. Kichlu Report.,p. 43.
 2. Ibid.
 3. Ibid., p. 44.

under various heads, were transferred. These savings were not resumed by the Government but were utilized by the Boards themselves for school equipments and buildings.

Between 1927 and 1932 District Boards were paid grants on yearly basis. In January 1932, a five year settlement was made.

Mr. R. S. Weir examined the problems of grants-in-aid. He had suggested several ways and means to reduce the superfluous expenditure.¹

CURRICULUM :—

It is needless to say that curricula play a dynamic role in the field of education. They are the central axle around which the wheel of education revolves. The socio-economic factors immensely influenced the curriculum of the primary education. In the initial stage separate curricula, medium of instruction, scripts and text books had been used in the primary schools. During 1867-68, there were only four books in the vernacular but by 1868-69, their number rose to 200 books.² These books dealt with Language, arithmetic, algebra, geometry, geography, history, and science.³ These curricula were based on the belief that "a school was the first and the last training ground of faculty and the proper course was to give a thorough instruction in the three R's with the addition of a little drawing and some observation lessons to train the eye and hand and improve the child's power of observation and reasoning". The aim was to teach reading, writing, arithmetic, geography and drawing.⁴ This was the initial concept of curriculum of the Education Department. However, the Indian Education Commission of 1882 took into consideration the criticism of the educational system. Criticism involved that the spread of education was injurious to the interest of agriculture as the education made the children of cultivators unfit for hard labour in the fields. However, it led them to be discontented with their lot in life. The Commission, therefore, recommended that the standard of primary education in each province be revised with a view to simplify the curriculum by introducing practical subjects, such as Indian methods of arithmetic, accounts and mensuration, the elements of natural and physical science and their application to agriculture, health and hygiene and industrial art but that no attempt should be made to secure uniformity throughout India.⁵ The Hunter Commission also recommended that care be taken not to interfere with the freedom of the school committee in the choice of text books.⁶ Emphasis was laid to give practical basis to

1. Weir Report., pp. 6-19.

2. General Report., 1868, Part I, Appendix B, p. 31.

3. Ibid., 1869, p. 64.

4. Ibid., 1917, p. 59.

5. Indian Education Commission., pp. 126-27.

6. Ibid., p. 127.

school subjects including agriculture. The guide lines provided by the Hunter Commission were kept in view by the Education Department but the criticism of education continued. Consequently, in 1910, a Rural Education Committee was constituted to investigate and report. It recommended that although agriculture could not be taught in primary schools, the teachers could introduce object lessons having a direct bearing on agriculture. Farms need not be attached to the schools but practical knowledge could be imparted with the co-operation of local farms. Emphasis should be laid on the school gardens. Nature study should be a compulsory subject; drawing and clay modelling should be optional subjects. Before the recommendations of Rural Education Committee could be implemented, another committee named Piggott Committee was constituted in 1913. This Committee concurred with the recommendations already made by Rural Education Committee.

In the Educational Conference held at Allahabad in 1911, it was decided that there need be no differentiation of courses between urban and rural schools, as the main object of education was to train the mind. At this stage curriculum was practically identical in rural and urban schools. The only difference was that the majority of boys attending urban and rural schools belonged to the same class, i. e. literary class and same kind of institution.¹ Some variations were, however, made in observation lessons to suit the different conditions of the town and rural areas.² The reading of script was included in the III and IV classes. It included the reading of forms of documents which were of interest to the peasants such as leases and village records kept by the *Patwaris*.³

In addition to reading of documents the course in arithmetic included simple lesson in accounts keeping. Students were taught how to keep a *roznamcha* and *khata*, Hindi and Urdu symbols for money. The writing of letters with proper forms of address was also included in the curriculum.

In the infant class the child was taught to read simple and compound characters from sight. No text-book was prescribed. Reading was taught with the help of the black-board. Reading sheets were generally illustrated. The child was then moved from class to class, reading a graduated series of text-books, learning to explain the meaning of words, sentences and allusions. Simple grammar was also taught in the III and IV classes.⁴

For writing purposes only *takhtis* were to be used in the preparatory classes and class I. However, copy-slips were introduced in class II. Simultaneously, writing of dictation on paper was introduced. In class III letter writing was initiated.

1. Piggott Committee., pp. 14-15.

2. S. A., Municipal Deptt. File No. 28/1914., p. 31.

3. General Report., 1917, p. 59, Piggott Committee., Resolution III, p. 13.

4. Ibid., p. 60; Piggott Committee., p. 13.

Writing of letters was continued in class IV, where the description of common object was also taught. In class A of the preparatory section, notation and numeration of numbers was taught in arithmetic classes by examples upto 50 and also the construction and memorizing of tables upto 5×10 . Simple addition and subtraction was introduced but the numbers never exceeded three figures. Simple multiplication and division by numbers not exceeding 5 were also taught. In class I, notation and numeration of numbers were extended, the four simple rules were learnt, the addition and subtraction of Indian money was started but the numbers never exceeded Rs. 1,000. Ideas of the fractions $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ were taught by concrete examples and tables upto $10 \times \frac{1}{4}$, $10 \times \frac{1}{2}$ and $10 \times \frac{3}{4}$ were constructed and learnt. In class II, were introduced the four compound rules in Indian money and weights and measures in common use. In class III, L. C. M. and vulgar fractions were taught. In class IV, the curriculum consisted of simple interest, practice, simple lessons in accounts keeping and simple lessons in compound interest.¹

Elementary geography was first taught in class II. The meaning and use of maps was explained to pupils and points of compass were taught. The teachers were required to draw large scale maps of the village to be fastened to the wall and used in the class. In class III, the geography of the district was taught with simple notes on historical events and in the class IV, the Geography of the United Provinces was taught in detail and the main features, provinces and important towns of India were learnt by the students with the help of maps.²

On the recommendations of the Piggott Committee in 1913, a gradual series of physical exercises was included in the curriculum. Memorising of lines of poetry had also been introduced. Thus twenty lines had to be learnt in class I thirty in class II, forty in class III and sixty in class IV.³

For the next 25 years the curriculum prepared by the Piggott Committee formed the main basis of the primary school curriculum till the question of revision of curriculum was taken up by the Narendra Deva Committee in 1938. Earlier in 1926, Mr. Harrop had also examined the problems of curriculum. He was in general agreement with the curriculum prescribed by the Piggott Committee. He recommended the substitution of object lessons by class lessons and opposed a revision in the curriculum in which clay modelling and allied art which were eliminated in the past found an important place. In consequence, greater emphasis was laid on handicraft activities in the schools.⁴

The Narendra Deva Committee recommended that in place of present system

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1. General Report., 1917, p. 60, Piggott Committee., p. 13.
 2. Ibid.
 3. Ibid.
 4. Harrop Report., 1927, pp. 31-32.

of education, education through some craft on productive work should be introduced.¹ The curriculum of the Basic schools was materially different from the curriculum of the non-Basic schools. In the curriculum of the Basic schools new subjects, like basic craft, general science, social studies, art, etc. had been added. The subjects of Basic Schools and non-Basic Schools are given below :—²

Subjects taught in non-Basic Schools.	Subjects taught in Basic Schools.
1 Vernacular (Urdu or Hindi)	A. Basic crafts.
2. Arithmetic.	1. Gardening (including animal husbandary).
3. Geography (from class II)	2. Spinning and weaving.
4. Object lessons.	3. Hand work (It included book-craft, card board work for children under 9 years and wood work and metal work for elderly boys)
5. Drawing or brush work or hand work.	B-- Hindustani.
6. Physical training.	C-- Arithmetic
	D. Social studies (Geography, History and Civics)
	E-- General Science.
	F-- Art (Brush work, Paper-cutting, Clay modelling etc.)
	G-- Physical culture.

The Basic education had gone a long way to improve the existing system of

1. S.A., Edn. Deptt. File No. 454/1941, p. 171.
2. Ibid., p. 173.

education. The Basic curriculum appeared to be more suitable for vernacular schools and was thus introduced in compulsory areas as well. Thus it will be seen that the Narendra Deva Committee introduced radical changes in the curriculum of the primary schools, which suited practical conditions of living in the villages. Apart from the problem of curriculum, there always existed other problems in the field of education, the most important of them being that of Text Books which is being discussed subsequently.

TEXT BOOKS

There were differences of opinion on the use of language in the primary classes. The main controversy was whether the language of Primary classes should be Hindi, Urdu or Hindustani. On May 16, 1903, the Government reviewed the position and laid down that "both Hindi and Urdu readers in primary schools should be written in the language of every day life and not in the language of the literature.....It can be written in either the Persian or the Nagari Character".¹ The Provincial Text Book Committee formed in the beginning of this century opined that at the lower primary stage no separate readers were necessary in language; while at the upper primary stage separate readers for Hindi and Urdu knowing students were inevitable. In September 1910, the Rural Education Committee also held the same view.²

The Piggott Committee also examined the position in 1913 and recommended that the subject matter and language of classes III and IV readers be generally identical in the versions presented in Persian and *Nagari* characters; that the different words be used, if necessary, to express the same idea in two versions; Urdu word being entered in bracket after the Hindi word in the *Nagari* version and vice versa; and that six prose lessons in Hindi and Urdu be added to the readers printed in *Nagari* and Persian characters respectively in class III and IV.³ The recommendations of the Piggott Committee were accepted by the Government with certain modifications which are given below :—

- I. That the common or *Hindustani* language, printed either in Persian or *Nagari* type be used in the primary readers, so long as it had anything to teach;
- II. That when the common language had nothing more to teach, the student should learn to read Urdu or Hindi according to the desire of his parents; and
- III. That the readers printed in the common language and used upto the end of class IV did not allow the student to leave his primary school with the mental equipment which it was expected to give.

1. Piggott Committee., Resolution No. III, pp. 14-15.

2. Ibid., p. 15.

3. Ibid., p. 18.

The problem of language and script remained unsolved until 1937, when Mahatma Gandhi expounded the scheme of Basic education. His views about the language and script were that education should be imparted in the mother tongue of the child, it should be craft centred and it should be based on the principle of economic self sufficiency. On the basis of this scheme, Dr. Zakir Husain Committee examined this problem in detail and recommended that *Hindustani* was to be studied as the *lingua-franca*.¹ In the non-*Hindustani* speaking areas it was to be studied from the 5th or 6th year of school life. In *Hindustani* speaking areas this was to be the mother tongue and the students were required to learn both the scripts *Devanagari* and Persian.

In 1950, Central Advisory Board of Education prepared a syllabus for Basic education and *Hindustani* has been replaced by Hindi.²

EXAMINATIONS

The examination system is not always a time index of the merit of a child, yet this system had been in vogue since the inception of primary education in India. Under the direction of the Divisional Inspectors, examinations were conducted by the Deputy Inspectors. In 1886, the Divisional Inspectors were asked to send a statement for each district inspected by them to show the extent to which they had personally supervised the examination centres, of upper and lower primary classes, making a mention of the results of the examinations thus conducted by them.³

The examinations of the primary sections of the village schools were held by the Inspectors. An external test was held under the Deputy Inspectors. These were the best means to check the returns prepared by the Deputy Inspectors of Schools. The Inspectors checked the abilities of the students who had attained the prescribed standards. These examinations acted in relation to the elementary schools in the same manner as the Public Departmental Examinations in relation to the Middle Schools.⁴

The boys were required to appear for examinations on an assigned centre. Arrangements were made not to detain them there longer than a day: After passing the examination, every boy was to receive a certificate to that effect, which was signed by an officer of the Board.⁵

Since 1926, the head masters of the schools were required to conduct examina-

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1. Zakir Husain Committee Report., 1938, pp. 19-30.
 2. Ministry of Education, Government of India, Syllabus for Basic Schools., 1957, pp. 8-9.
 3. General Report., 1887, p. 46.
 4. Ibid., p. 47.
 5. Piggott Committee., p. 34.

tions in their schools. Although this change was not appreciated by the District Inspecting Officers but it had on the whole worked well. The District Inspecting Officers checked a fixed percentage of the results. This check proved to be very useful. It is to be noted that the standard of achievement was maintained not so much by strictness in the examinations as by improvement in the methods of teaching and supervision.¹

In order to secure uniformity in the educational set up, the District Deputy Inspector of Schools was required to arrange each year a systematic enquiry into the standard of the examination. Thus the methods and results of the examination of the primary schools in the district were to be scrutinized in a definite proportion and tests of the pupils were held. The head masters, who were found not to maintain a satisfactory standard, were black listed. Each year the Deputy Inspector was to make a special report to the Divisional Inspector incorporating the result of his enquiry.²

Criticism against the system, whereby head masters themselves conducted the primary examination, continued to be numerous. For instance, the Inspectors of Meerut and Varanasi Circle had found the system quite unsatisfactory. As examiners for the primary examination of these schools, the head masters had abused their powers.³ This system needed modification and improvement.

Prior to 1933, the head master of a primary school was mainly responsible for the certificate issued to the boys passing class IV. However, during 1933-34, a new system was introduced, according to which the Sub-Deputy Inspector of the Circle took over the control of the examination.⁴ He himself supervised the examination arrangements and moderated the examination papers.⁵ The new scheme of examinations worked well. All inspectors reported favourably about its implementation.

In 1938, the problems relating to examination system were also examined by the Committee headed by Acharya Narendra Deva. In regard to promotions and examinations in the Basic schools, the following recommendations were made by the Committee :—

1. Promotion from one class to another class be decided by the teachers of the school. As far as possible, promotion to a higher class should not be withheld; monthly check-up of the pupil's work should be made by the teachers;

1. General Report., 1930, p. 50.

2. Ibid., 1927, p. 77.

3. Ibid., 1933, p. 28.

4. Ibid., 1934, p. 31.

5. Ibid., 1935, p. 30; 1936, p. 36.

2. At the end of the fifth year of Basic School, an intelligence attainment and aptitude test was to be conducted by the teachers under the direction of the supervisory staff. The test was to be so conducted as to be helpful in ascertaining the natural inclination of the students. On the results of the tests, advice was to be given to students which would help them in the choice of subjects in the higher classes;
3. At the end of seventh year, there was to be held another similar test but all the students who had regularly attended a course of seven years were to be given a certificate to that effect by the school countersigned by the supervisory officer of the Education Department. This certificate was to show the quality of the pupil's attainment in the course and subjects of curriculum as well as in extra curricular activities;
4. During the course of each year, however, an administrative check-up of the work of the schools in a prescribed area was to be made by the supervisory staff of the Education Department; and
5. This check-up was to be devised by specialists in close consultation with the Committee set up to deal with the curriculum.¹

SCHOLARSHIPS

The object of introducing scholarships was to encourage poor but brilliant students to develop an abiding interest in their educational career so that poverty need not stand as a barrier in the field of their education. Besides the 40 scholarships of Rs. 4/- each, awarded for success in the Middle Class Vernacular Examination and open to *Halkabandi* as well as *Tahsili* and *Pargana* school boys, scholarships of a very considerable amount from the *Halkabandi* funds were available every year for *Halkabandi* school boys only.²

Halkabandi and Municipal scholarships of Rs. 2/- and 3/- were awarded to promising boys in primary schools, who continued their studies in a Middle school, English or Vernacular. About 5 percent of the district educational allotment was set apart for this purpose.³ The scholarships were tenable for two years only. As the students were not acquainted with the rudiments of English, the time was too short for them to compete for the scholarships for the next higher grade which were awarded for success in the Middle Class, Anglo-Vernacular Examination in which English was

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1. Report of the Primary and Secondary Education Re-organisation Committee Appointed by the Government of the United Provinces., p. 137.
 2. R. A., D. E. Records File No. 286A/1876, Letter dated 25th Sept. 1876, pp. 1-4; General Report., 1879, p. 42.
 3. General Report., 1879, p. 42.

one of the most important subjects. If boys were not intelligent, their studies at expiry of two years ceased and they left schools disappointed.¹

In 1881, the duration of scholarship was extended from two years to four years. Intelligent students with the help of these scholarships could study for four years in the Middle English schools, Government or aided schools. Students could now get an opportunity to rise uninterruptedly with the aid of scholarships from a village primary school to the highest class of an English Arts College.²

In 1904, scholarships were awarded by District Boards to boys of not more than 14 years of age, who had passed the Upper Primary examination to help them to proceed their education in a Secondary School. The number of scholarships awarded every year averaged from 15 to 20 for a district and their value was Rs. 2 per mensem.³

EDUCATION COMMITTEES

With the object of improving the primary education in the United Provinces, efforts were made by the District Boards. The promotion of school committees was one of such measures. Under the United Provinces District Boards Amendment Act of 1928, the District Board constituted for each primary circle, a local committee of three to four persons. The duties of these committees were to supervise and encourage the schools by endeavouring to increase the enrolment, by insisting on regularity and punctuality both on the part of teachers and students, by providing necessary improvements and by assisting the Boards in fixing the fees levied in the schools. The committees were to recommend the hours of school attendance and the period during which schools should be closed during the time of harvest, to arrange for annual distribution of prizes and advise and assist the Board. Unfortunately the school committees did not prove useful. In many districts they were condemned as futile. Apathy towards school was the general complaint against such committees. In many cases these were considered to be a hindrance in the progress of education because of their interference with the teachers of the schools. They exercised inordinate influence over the appointments and postings of teachers and kept upper hand in the management of the schools. Most of the transfers and promotions were arranged by them. Their duties as to the improvement of the enrolment and attendance, repairs of school buildings, supply of necessary furniture and check over the movement of teachers were very unsatisfactory.⁵

During 1931-32, the local school committees which were expected to be formed

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1. General Report., 1880, p. 60.
 2. Ibid., 1881, p. 70.
 3. Ibid., 1904, p. 30.
 4. Ibid., 1927, pp. 78-79.
 5. Ibid., 1927, p. 79.

for each primary school circle, were not the same as the school committees for compulsory areas; but they were actually local committees formed to boost the enrolment of students keeping an eye on the teachers. It also acted in an advisory capacity to Board,¹

INSPECTION AND CONTROL

Lieutenant Governor Thomason had initiated a scheme regarding the establishment of village schools in the North Western Provinces. Under this scheme, an inspecting agency was created. This agency consisted of one *Zila*-Visitor in each district with three *Pargana*-Visitors as his assistants. A Visitor-General was appointed to supervise and direct their work. The *Zila*-Visitors were to visit the indigenous schools to render advice, assistance and encouragement to the people and teachers.²

The Department of Public Instruction was organized in North-Western Provinces in accordance with the recommendations of Wood's Despatch of 1854. Mr. Reid, Visitor-General, was appointed its first Director.³ Four Circle Inspectors were appointed under him and *Zila* and *Pargana*-Visitors were redesignated as Deputy and Sub-Deputy Inspectors respectively.

During 1863-64, there were following circles⁴ :—

1. Meerut and Rohilkhand Division,
2. Agra and Jhansi Division,
3. Kumaun and Garhwal Division and
4. Ajmer and Mairwara Division.

One Inspector of schools was appointed to each of these Circles. During 1876-77, these Circles were reorganized. Mrs. Graves was appointed as the first Inspectress of female schools in 1868.⁵

During 1873-74, a Vernacular Branch was added to the office of Director of Public Instruction. The Indian Education Commission (1882) recommended that examinations should be conducted by Inspecting Officers as far as possible *in situ* and all primary schools receiving aid be invariably inspected *in situ*.⁶

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1. General Report., 1932, p. 67.
 2. Thomason's Despatches., Vol. I, pp. 403; S.E.R., Part II, pp. 250-261.
 3. Wood's Despatch., 19th July, 1854, para 17.
 4. General Report., 1863-64, p. 3.
 5. Ibid., 1867-68, p. 42.
 6. Indian Education Commission., p. 174.

Until 1912, the District Boards, under the Chairmanship of the Collector or Deputy Commissioner, were responsible for vernacular education in the districts to the Government which acted through the Local Self Government Department. The inspecting staff of the districts were also under their control. The first change was in 1912 when the provincialisation of the district inspecting staff and the transfer of its control to the Education Department took place.

In 1913, the Piggott Committee examined the problems of inspection and control of primary education. Some of its important recommendation accepted by the Government included the appointment of Special Deputy Inspector to supervise primary education in the Municipal and District Boards, appointment of an Assistant to the Chief Inspectress for the promotion of female education, both primary and others, appointment of a special instructress to all circles to assist in the recruitment and training of teachers and appointment of an additional Inspector to assist and advise for the promotion of Mohammadan Education. This officer should be a member of the Provincial *Maktab* Committee and of the *Maktab* Text Book Committee and of the Committee preparing new Urdu Supplementary Reader for boys schools and for revising the Urdu Course in girls schools.¹

Since the inspecting staff, which was under the control of the District Boards, had been brought directly under the Education Department and the replacement of official Chairmen of the Boards by non Officials, the position of District Boards in relation to primary schools had changed.²

The distinction between inspection and administration was not sustainable. The Deputy Inspector had authority over that section of the District Board's Office which dealt with education.

In 1917, a Board of Education was established in the province whose functions were purely advisory. The next change came in 1921, when vernacular education became a transferred subject, It was put in the charge of the Minister for Local Self Department. In the same year the Education Department of U. P. Government took over the responsibility for vernacular education from the Local Self Government Department. Government grants to District Boards in aid of vernacular education were transferred from the head "Local Self Government" to the head "Education".³ The increased responsibility of vernacular education of the Education Department, the increased expenditure on vernacular education and the general expansion of vernacular education resulted in the appointment of a Chief Inspector of Vernacular Education in 1921. Subsequently

1. Piggott Committee, Resolution No. 8, p. 47.

2. Ibid., pp. 48-49., Harrop Report., p. 23.

3. Harrop Report., p. 17.

this post was converted into Deputy Director of Public Instruction. The United Provinces District Boards Act, 1922, reconstituted the District Boards and gave them an elected chairman in place of an official Chairman. In 1924, the Board of Education whose functions in regard to English education had been taken over by the Board of High School and Intermediate Education, became the Board of Vernacular Education, The power of Board of Education continued to be advisory.¹

The District Officers, the Collector or the Deputy Commissioner as the case was, acted as Chairman of the District Boards for Vernacular Education in the districts. They were aided in their work by the district inspecting staff appointed by the District Boards. The Education Department acted only as an adviser on technical matters and as an inspecting agency which carried out the work through two officers in each division, the Divisional Inspector of schools and the Assistant Inspector of Schools.²

In 1926, vernacular education was placed under the Governor acting with the Ministers. It was thus controlled by the Secretary to Government in the Education Department which distributed the Government grants. The Deputy Secretary in the Education Department who was also the Director of Public Instruction was aided in this responsibility by the Deputy Director of Public Instruction. The Commissioners and District Officers had no direct control over vernacular education. The District Board under an elected Chairman was responsible for the district administration. The District Board carried out administration of vernacular education by the provincial staff of Deputy and Sub-Deputy Inspectors who were appointed by the Director of Public Instruction. The Education Department, as an inspecting and advising agency, worked through the same provincial inspecting staff as well as through the Divisional and Assistant Inspector of Schools to whom the district inspecting Officers were subordinate.³

In May, 1927, the U P. Government appointed a committee to make recommendations of improving the administration of vernacular education. The committee made important recommendations which were accepted by the Government. These recommendations were embodied in the United Provinces District Boards (Amendment) Act, 1928. Keeping in view the greater responsibilities which the Deputy Inspectors had to discharge, the Government decided to raise their pay scale of Rs. 170-10-320 to that of Rs. 200-25-450. The average number of schools under one Sub-Deputy Inspector was 105. During the year the cadre of Sub-Deputy Inspectors was increased by creation of new posts from 195 to 209.⁴

The Vernacular Education Committee of the Central Advisory Board which

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1. Harrop Report., p. 17
 2. Ibid.
 3. Ibid., p. 18.
 4. General Report., 1928, pp. 38-39.

met at Simla in September 1937 also recommended centralisation of the control of primary Education.¹ The adoption of these proposals in this province enhanced the importance and increased the functions of the Inspectors. Consequently, the status of the Deputy Inspectors was raised. They were given a gazetted rank and called District Inspectors.² The function of an Inspector was to inspect schools. In its report the Narendra Deva Committee had recommended that "the chief duty of an Inspector is to give advice based on his own knowledge and experience which will help the teachers to make their schools enlightened and humane institutions.....His criticism should be calculated to encourage and not to intimidate"³ Many primary schools were not functioning properly. There were frequent squabbles between the teachers and the Managing Committee. Many teachers were dismissed from year to year on one pretext or the other. Such dismissals disturbed the work. Some schools suffered considerably when they provided security of service to the teachers. The Narendra Deva Committee had recommended that there should be a Central Education Authority to be called Provincial Board of Education which should actually control both Anglo Vernacular and Vernacular Education. The distinction between the Vernacular and Anglo Vernacular schools should also disappear.

Under the Provincial Board, there should be two auxiliary Boards, one for Basic education and other for the College education. The Auxiliary Boards should have the authority to appoint advisory committees. The Provincial Board of Education should communicate its decisions to the Minister of Education for issuing necessary orders to the Department. The final authority rested with the Minister of Education. The functions of the Provincial Boards were to advise the Minister of Education on financial matters, to frame rules for cadres and services, to revise the education code, to lay down curricula, to conduct examinations and grant certificates and diplomas, to prescribe rules and approve allotment of grants-in-aid, to advise methods of enforcing compulsion and select centres for introducing compulsory education, to call for reports from the Departments, to make provision for the training of teachers and of the inspecting staff, to advise Minister of Education on educational matters including questions of policy, to prescribe condition of service in all educational institutions, to consider appeals against orders of dismissal or discharge of teachers, to prescribe books and arrange for the preparation, selection, and publication of books and to set up committees for specific purposes.⁴

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1. Report on Primary and Secondary Education Re-organisation Committee Appointed by the Government of the United Provinces., p. 110.
 2. Ibid., p. 111.
 3. Ibid.
 4. Ibid., pp. 113-114.

The Auxiliary Board for Basic education was to deal with the allotment of funds for various areas, the selection of books, the preparation of curricula and with proposals regarding the introduction of compulsion.

During 1946-47, the main supervising agency in the district inspecting staff consisted of a Deputy Inspector of Schools who was also the Secretary of the Education Committee and the Sub-Deputy Inspector of Schools whose number varied in each district, the average being about six. The main burden of inspection work fell on the Sub-Deputy Inspector of Schools who had generally 80 to 100 schools in his circle. A Sub-Deputy Inspector of Schools had to do many more things besides inspecting schools, each one of which had to be inspected and its accounts audited and registers checked twice a year.¹

PHYSICAL EXERCISES

As early as 1880, the school drills and other sports were practised as a part of the extra curricular activities in the primary schools. In 1882, the Indian Education Commission had recommended that physical development be provided by the encouragement of Indian games, gymnanastics, school drills and other exercises suited to the circumstances of each class of schools.² The Commission further recommended that under the departmental system the provision of a small play ground with a few poles and bars would not add much to the cost of education, while it would afford the boys a beneficial interlude from mental study.³

On February 1, 1929, Government directed that adequate arrangements be made for compulsory physical exercises for all children in good health in all schools maintained by the District Boards.⁴

The physical exercises included wrestling, jumping, running, throwing of ball, clubs, pulling the rope, football, hockey and cricket. But the cost of materials and lack of suitable play ground were deterrent to rapid extension of these games. Indigenous games were supplemented by the new games introduced by the boy scout movement. The organization of the district and *tahsil* tournaments was reported as having an encouraging effect upon these aspects of school activities.⁵ New scheme of physical training introduced in the Normal schools and Training Centres in 1929-30 improved this important

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1. General Report., 1947, p. 21.
 2. Indian Education Commission., p. 127.
 3. Ibid.
 4. S. A. Edn. A, Deptt., File No. 1194 (24)/1927, pp. 7-9.
 5. General Report., 1893, p. 51, 1926, p. 38.

part of education in primary schools.¹ Physical training camps were required to go round their districts and train village school teachers in the new methods of physical instruction which they had learnt at the camps.²

In 1940, the new system of physical training was introduced in most of the village schools and indigenous group games were played with maximum zeal. Tournaments were held in almost all districts and uniforms were supplied to players. The teachers and school authorities took special interest in physical training and games, and the standard in the District Board schools was much improved.³

In 1941, school masters and physical training supervisors, who travelled from school to school, had been appointed in a number of districts. Quite a few had started annual district rallies which did a lot to create enthusiasm in the schools. As a result of the courses held for teachers by the Superintendents of Physical Training,⁴ there was no doubt that the standard of physical training in primary schools had improved enormously.

SCOUTING

The Scout movement spread gradually. It was a valuable activity for the primary school boys but in 1932-33 the difficulty was to get suitable scout and cub masters. The Inspectors of Schools were asked to encourage this movement. Scout games were popular in the primary schools. In Rae Bareilly there were 88 troops with 936 scouts. The movement gained ground in Sitapur also.⁵

In district Bijnor, scouts did much social service at the fairs. This service was very much appreciated by the parents and guardians. In the Agra Circle, scout training was a feature of the central primary schools. During 1933-34, a scout camp was held at Aligarh where teachers from the primary schools were imparted training.⁶ In the Faizabad Circle, almost all the big centres of primary schools had full troops, some of them did very good work. Training camps were organized in all the districts of U. P.⁷ The importance of the cub instead of the full scout was realized. Attention was given to the training of the younger boys called cubs.⁸

1. General Report., 1930, p. 52.

2. Ibid., 1931, p. 28.

3. Ibid., 1940, p. 30.

4. Ibid., 1942, p. 39.

5. Ibid., 1933, p. 29.

6. Ibid., 1934, p. 31.

7. Ibid., 1933, p. 29.

8. Ibid.

In rural areas there had been a great development of scouting activities. During 1936-37, Basti reported 7,342 cubs and scouts; Bahraich 7,000, and Aligarh 621 scout masters and 11,840 scouts. Jhansi district reported that all the primary schools had cub packs and other districts also reported considerable progress. Scout trainers had been engaged by several districts. The scouts and cubs had done good work in helping the rural uplift activities. The formation of troops and packs had improved village schools considerably ¹

During 1937-38, Aligarh had trained all its teachers in scouting and had the largest number of troops, cubs and scouts. The scout movement continued to flourish in the Faizabad Circle. Scouting had also gained sufficient ground in the schools of the Allahabad Circle.²

Scouting continued to be popular and almost every school had its troops of scouts or cubs. The scouting programme made the boys alert and produced in them a desire to serve all the sections of society, irrespective of a reward or recognition, caste or creed. To serve the humanity, the needy and the down trodden, was the ideal to which these scouts were dedicated to.

VILLAGE AND MOBILE LIBRARIES

One important step in the expansion of primary education in the United Provinces was the establishment of village libraries. Libraries were established with the object of diffusing knowledge among the rural population of the Province. It also aimed to prevent the boys who had left school from lapsing into illiteracy. Unfortunately, due to several problems connected with them they were not much used. The basic difficulty was that there was shortage of funds and the teachers concerned showed little interest.³ It was, therefore, considered necessary that teachers looking after such libraries should be given additional allowance. The other pre-requisite for the success of such libraries was the careful selection of books to suit the requirements and interest of their users. After 1930, the village libraries started making progress and their popularity and use also increased.

During 1929-30, the scheme of mobile libraries in the five districts; viz., Pilibhit, Jalaun, Gorakhpur, Banda and Etawah met a fair amount of success. The libraries gained popularity. In order to make the books available to more persons the book keeping centres were increased. Short stories and novels were more popular although interest was shown by the village people in books on literature, religion and poetry. At the centres the demand outran the supply of books. The district inspecting

1. General Report., 1937, p. 81.

2. Ibid., 1938, pp. 31-32.

3. Ibid., 1923, p. 22.

staff showed commendable enthusiasm in mobile libraries. Teachers and others made the scheme a success.¹

MEDICAL INSPECTION

Gradually, with the passage of time new features were added to the primary education. Medical inspection was one of them. It was introduced in about 1930. Medical inspection was carried out by the officers of the Public Health Department. Some schools even provided medicines, both for the schools and for the villages. The Indian Red Cross Society assisted the Public Health Department. Lectures on general cleanliness were given by the district officers of health. All the district inspecting staff were instructed in the principles of first aid and hygiene.² Apart from the Medical inspection of boys and girls, a scheme of Rural Welfare was also introduced.

RURAL WELFARE WORKS :—

In 1934, the Government started a new scheme of 'Rural Welfare Works' in order to improve the lot of the villagers. In the beginning three *tahsils* were particularly selected for this work namely tahsil Mohan Lalganj in Lucknow, tahsil Sadar in Gorakhpur and tahsil Belari in Moradabad. Approximately sixty teachers were trained for each *tahsil*. The cost of training which was Rs. 20,691 was met by the Government. The teachers who were thus trained received an honorarium of Rs. 30/- per year. The work was done in collaboration with the Department of Public Health and Agriculture. The teachers were under the supervision of specially trained Sub-Deputy Inspector.

The teacher's work was expected to touch all the important aspects of village life. After receiving training, it was a teacher's duty to attend to village welfare activities. They were to organize various social and utilitarian village activities, such as, *Katha* reciting, village dramas, games, medical aid, fighting epidemics, agriculture, sanitation, veterinary work and co-operative work.³

In Bilhaur, district Kanpur, a training camp was held in which about 150 teachers and 50 lady teachers were trained under the direct supervision of Assistant Inspectress of Girls' Schools, Kanpur. This training practically touched upon all aspects of village life.⁴ A similar scheme to train village women for useful activities in the village also began in Faizabad.⁵ This scheme proved to be very popular.

1. General Report., 1930, p. 52.

2. Ibid., 1932, p. 66.

3. Ibid., 1936, p. 36.

4. Ibid, 1940, p. 31

5. Ibid.

SCHOOL GARDENS :—

Another feature of the Primary Education in the United Provinces was the maintenance of school gardens. As the attempt was to give Primary Education a practical turn and make it more popular among the masses, the school gardens were considered to be the means of practical nature-study and also of manual employment. This scheme was initiated and advocated by Mr. S. H. Fremantle, who was the then Chairman of the District Board; Allahabad. In 1917, he wrote, "In order to introduce an agricultural atmosphere into the schools, to improve their surroundings and to keep them in touch with the village life and to interest parents and especially committees in the work done there, school compounds have, wherever possible, been enclosed and flower and vegetable seeds as well as seeds of new varieties and staple crops have been distributed for trial."¹ Mr. Kichlu had also laid stress on the maintenance of school gardens. School gardens were developed to arouse in pupils a love of nature, develop an aptitude for practical rural work, create interest for work done by the hands and stimulate a liking for country life. This subject was also included in the curriculum of Normal Schools.²

The scheme of "School Gardens" became popular. Attention was paid to school gardens in many districts, particularly Lucknow. The Chairman reported, "Almost all the primary schools have got..... good gardens".³ But there were many practical difficulties faced by the school staff in maintaining such gardens. Often the water supply was scarce. Most of the gardens were not properly enclosed and, therefore, they lacked protection from cattle depredations. Sometimes the teachers and students considered it below their dignity to work on soil. But gradually interest by the Boards, teachers and the students in the gardens increased. The gardens started flourishing in many district schools.

HANDICRAFTS :—

The aid of introducing handicrafts in the curriculum of primary education was to supplement the book education, as well as to create love for manual labour which was, in those days, considered as degrading by several sections of population. The basic idea behind introducing the handicrafts was that the students should learn to form habits of self reliance and the mind was trained through the hand. It was considered that such work would help to develop the traits of steadiness, perseverance and planning.

By 1932, in many primary schools of Banaras hand work was introduced with success. Basket making, paper cutting, jute spinning, rope making, *tat* and mat weaving was taught. In Bareilly, Allahabad, Banaras and Faizabad Circles, the hand work became very popular.⁴

1, General Report., 1917, p. 61.

2. Edn. File No. 1024/1925, pp. 33-34.

3. Ibid., 1932, p. 66.

4. Ibid.

The most important result of introducing the handicraft was the improvement of the school equipment of *tats*, *pankhas*, *newar cots*, *darries*, etc. In Jaunpur, the boys ran the school shops.¹

While there had been a good progress in every circle, a good deal of misunderstanding also arose as to the crafts to be taught. Some Boards had an idea that they should teach cottage industries and impart technical training to the young children. This showed a misconception of the aims of primary education. Some Boards introduced compulsion for boys to make ropes, mats and *newars* on commercial basis. This led in many places to excessive attention on such activities to the detriment to the boys' other activities. These side activities hampered their studies. Crafts and hand work were to be indulged in on educational basis. Their object was to train co-ordination of hand and eye and inculcate habits of neatness and accuracy to illustrate lessons and to train to some extent the nascent artistic faculties. Hence, during 1936-37, it was decided that more attention should be paid to decorative baskets, paper work and cardboard modelling, designing, decorative lettering, book binding and the making of models to illustrate lessons, i.e. handwork proper.²

During 1938-39, in almost all schools some kind of hand work was taught, e.g., spinning, weaving, rope making, basket making, *sutli*-spinning, mat making and toy making. A refresher course in art and hand work, as laid down in the new curriculum for primary schools, was held in high esteem. A new syllabus for art and handicrafts was prescribed and better and more modern standards were laid down.³

It has been observed in the foregoing pages how deep has been the impact of primary education on human mind. A short peep into the indigenous system of education, *tahsili* schools and *halkabandi* schools has been made. It is followed by the famous Despatch of 19th July, 1854, of Sir Charles Wood concerning Indian Education. Lord Ripon's abiding interest could not save it from the state of neglect in which it had fallen. The Indian Education Commission of 1882 led to the evolution of the doctrine that the primary education was the corner stone of education. This was followed by Piggott Committee report (1913), Kichlu report (1925), Harrop Report (1926), Kulwant Rai Report (1927), Hartog Conclusions Report (1929), Weir Report (1934), Narendra Deva Committee Report (1939) and Dhar Report (1941). All these accounts lead to some undisputable conclusions, viz. that a village school had always been the pivot around which the primary education revolved.

Although primary education has always functioned under various limitation, yet necessary steps were taken to encourage it by opening Night Schools and Half Time

1. Edn. File No. 1024/1925, p.p. 33-34

2. Ibid, 1937, p. 79.

3. Ibid., 1940, p. 30.

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Schools to provide opportunities of elementary education to the adults. Schools for Depressed Classes were started to stimulate the demand of education among them. Basic education was introduced with the view to correlate with one or more forms of manual productive work and the social and cultural environments of the child. Accordingly, curricula of the primary schools were revised. Training institutions were established to meet the dearth of trained male and female teachers. Sufficient funds were placed at the disposal of District Boards for the construction of buildings for primary schools. Adequate arrangements were made for compulsory physical exercises for all children in good health. The scouting programme made the boys alert and produced in them a desire to serve all the sections of the society irrespective of reward or recognition, caste or creed. Mobile libraries were established with the object of diffusing knowledge among the rural population. Medical inspection was introduced and schools were provided with medicines. In order to improve the lot of villagers a new scheme of rural welfare work was introduced. Teachers were to organize various social and utilitarian village activities. School gardens were considered the best means of practical nature study and also of manual employment.

However, one of the greatest advantages of the expansion of primary education was that it automatically provided impetus to higher education in the provinces by feeding Secondary and High Schools. Accordingly, we find a growing demand for establishment of more and more Secondary and High Schools in the rural areas to cater the needs of the population, specially the middle class peasantry which could clearly see the advantages of educating their children for better prospects. It also led to increasing demand of vernacular newspapers in rural areas and thus ultimately ground was prepared for the rise of political consciousness among the peasants and labourers settled in rural areas. We find a large number of social workers hailing from the rural areas now coming forward. In fact it was primary education which made the political movements felt by the general masses.

Lucknow.
31-3-1979

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Part I

LIST OF ORIGINAL RECORDS ***(1843—1947)***

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
1	Banaras Collectorate	Vol No. 1	Educational Correspondence.	24-7-1843 to 25-4-1850	1-245		} Regional Archives, Allahabad.
2	Director of Education.	525	Letter from Government of India N.W.P. relating to the extension of the Tahsili School system in the districts of N.W.P.	15-4-1857 to 30-4-1857	1 to 4		
3	Director of Education	2284	Letter from the Government of N.W.P. to Director of Public Instruction, N.W.P. relating to sanction given for introduction of school cess of one percent into all new settlements.	30-4-1857	1 to 2		
4	—do—	854	Levy of one percent Educational Oudh cess.	15-4-1858	1 to 4	1	
5	—do—	X/6	Revision of Grant Rules.	27-11-1863 to 31-1-1865	1 to 66	2	
6	—do—	286/A	Award of scholarships in Tahsili and Pargana Schools.	7-9-1876 to 25-9-1876	1 to 4	1	
7	—do—	172	Decentralization.	30-9-1882 to 19-3-1883	1 to 4	1	
8	—do—	II-15	Building grant to Almora Mission School.	16-6-1886 to 28-6-1886	1 to 6	3	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
9	Director of Education	II-6.	Grant to Primary Schools in Rohilkhand Division.	16-7-1885 to 20-8-1886	1 to 22	3	Regional Archives, Allahabad
10	—do—	II/65	Grant-in-aid, 1886-87.	2-11-1885 to 9-12-1886	1 to 98		
11	—do—	II-23	Grants to Primary Vernacu- lar Schools in Oudh.	24-7-1886 to 10-1-1887	1 to 76		
12	Educa tion (Block)	413/3	Technical Education-Estabi- shment of an Agricultural School.	19-2-1891 to 3-7-1906	1 to 174	50	
13	—do—	III-413/6	Establishment of a Training College in the North-Western Provinces and Oudh.	1894 to 1895			
14	—do—	643	Representation of Pandit R.S. Misra Assistant Settle- ment Officer, Bijnor in regard to the Hindi Readers in use in Primary Schools in the North-western Provinces and Oudh.	23-8-1894 to 12-12-1894	1 to 26	80	
15	—do—	584	Award of scholarships from the Halkabandi or Village School fund to scholars atten- ding Zila Schools.	11-12-1893 to 1-2-1906	1 to 54	76	
16	— do—	690	Raising of scale of Monthly fees in Zila Schools in these provinces.	16-1-1895 to 18-11-1903	1 to 56	83	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
17	Education (Block)	735	Disposal of contributions for prizes in Zila Schools.	17-5-1895 to 18-10-1895	1 to 14	86	Regional Archives, Allahabad.
18	—do—	792	Defective state of Primary Vernacular Education in the North - Western Provinces and Oudh.	6-12-1895 to 10-8-1896	1 to 26	92	
19	—do—	759	Education of girls with boy in Primary Vernacular Schools in the North - Western Pro- vinces and Oudh.	8-8-1895 to 14-8-1896	1 to 48	88	
20	Education	X-37	Reduced and simplified edi- tion of the code of Regula- tions for Village Schools.	15-7-1896 to 24-7-1896	1 to 68		
21	—do—	81/96	Grants-in-aid to Vernacular Primary Schools in the North- Western Provinces and Oudh.	19-5-1896 to 8-9-1900	1 to 98	26	
22	Education (Block)	73A	Drill instruction for Zila Schools.	9-6-1898 to 29-6-1898	1 to 12	8	
23	—do—	132A	Extension of Primary Educa- tion and of Training Schools and Colleges.	12-12-1898 to 23-2-1906	1 to 124	12	
24	—do—	213A/3	Primary Education in the North-Western Province and Oudh.	29-1-1900 to 26-3-1900	1 to 18	18	
25	—do—	413/4	Introduction of Drawing and Physical Science teaching into Zila Schools.	8-3-1893 to 8-9-1904	1 to 40	51	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
26	Education (Block)	385A/1	School courses and text books in Primary and Secondary Schools.	27-11-1901 to 6-2-1905	1 to 78	35	} Regional Archives, Allahabad.
27	—do—	385A/4	Examinations in Primary and Secondary Schools.	6-11-1901 to 1-3-1904	1 to 54	36	
28	—do—	385A/5	Primary Education-curriculum for primary Agricultural School, attendance of scholars, modifications in grants-in-aid rules sanctioning the grants-in-aid rules. Rules regarding appointment and pay of Vernacular School teachers.	20-12-1901 to 17-2-1906	1 to 108	36	
29	—do—	385A/18	Primary Education—The views of this Government to the Government of India, Home Department, on the question of the control of the educational Department over Primary Schools under District Boards in these Provinces.	13-11-1884 to 14-9-1903	1 to 26	39	
30	Education	551A	Revision of the Primary and Secondary educational courses.	4-7-1903 to 18-5-1907	1 to 148	4	
31	Education (Block)	683A	Training of teachers for lower Primary Vernacular Schools	30-11-1904 to 16-1-1906	1 to 36	82	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
32	Education (Block)	705A	Recurring grant of six lakhs a year for Primary Educa- tion.	23-3-1905 to 15-2-1908	1 to 86	84	U. P. State Archives, Lucknow.
33	—do—	835A	Abolition of fees in Primary Schools.	22-11-1906 to 1-10-1907	1 to 116	94	
34	Education	120	Recurring grant of six lakhs for Primary Education.	5-3-1905 to 1-7-1911	1 to 146	43	
35	—do—	241	Draft rules for training classes for lower Primary School teachers attached to Girls Model Schools.	15-8-1910 to 26-8-1910	1 to 8	69	
36	—do—	48	Causes of the set-back to Primary Education.	25-1-1911 to 27-9-1911	1 to 202	75	
37	—do—	91	Bill for the extension of Elementary Education.	21-3-1911 to 27-7-1911	1 to 122	76	
38	—do—	199	Improvement and extension of the system of Primary Educa- tion.	6-7-1911 to 16-12-1912	1 to 74	78	
39	—do—	206	Special allotment for the provision of training institu- tions for Primary Schools.	8-7-1911 to 10-7-1912	1 to 22	78	
40	—do—	11	Systems of grants-in-aid for Primary Schools for Indians.	20-1-1912 to 24-6-1912	1 to 24	82	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
41	Education	38	Imperial grant for the extension and improvement of Primary Education in the United Provinces.	13-2-1912 to 2-5-1914	1 to 162	84	U. P. State Archives, Lucknow.
42	— do —	114	Training of Teachers for lower Primary Schools.	11-5-1912 to 18-4-1922	1 to 22	86	
43	— do —	135A	Resolution on the condition and progress of Primary Education in the United Provinces and a Committee on Primary Education.	21-11-1912 to 25-8-1914	1 to 286	101	
44	Municipal	172	Primary Education in cantonments.	30-8-1913 to 8-9-1919	1 to 98	104	
45	Municipal (Block)	40E	Assistance to the Municipalities for the extension of Primary Education.	11-4-1909 to 30-10-1919	1 to 602	269	
46	Education	28	Differentiation in the curricula for urban and rural Primary Schools.	30-1-1914 to 9-6-1914	1 to 25	111	
47	— do —	313	Revised type design for Primary Schools in the United Provinces.	5-11-1915 to 18-3-1916	1 to 12	117	
48	Municipal (Block)	295E	Improvement and extension of education in Municipalities.	3-3-1915 to 30-3-1922	1 to 12	310	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
49	Education	193	Utilization of the unabsorbed balances of the Imperial grants on the expansion of Primary Education.	9-7-1918 to 15-12-1918	1 to 24	127	U. P. State Archives, Lucknow.
50	Education-A	98	Imperial recurring grant of Rs. 450,000 for Primary Education.	6-4-1918 to 25-4-1918	1 to 12	69	
51	Municipal (Block)	474E	Free Elementary Education in Municipal areas.	2-5-1917 to 25-10-1918	1 to 500	335	
52	Education	45	Rules under section 18, United Provinces, Primary Education Act, 1919.	23-3-1919 to 26-3-1921	1 to 78	129	
53	Municipal (Block)	537E	Primary Education Act VII of 1919.	24-7-1919 to 31-7-1919	1 to 36	349	
54	Municipal		Resolution in connection with the Primary Education Act.	23-3-1920 to 26-3-1921	1 to 78	117	
55	Education	8A	Introduction of Primary Compulsory Education in Municipalities of the United Provinces.	13-2-1919 to 29-10-1930	1 to 140	135	
56	—do—	232	Training of the teachers for the Primary Schools.	29-1-1914 to 18-4-1922	1 to 116	139	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
57	Education-A	657	Scheme for the publication of a Vernacular paper for Primary School teachers.	31-10-1908 to 8-3-1922	1 to 66	93	} U. P. State Archives, Lucknow.
58	Education	940	Constitution of an advisory committee under the United Provinces Primary Education Act, 1919.	23-9-1921 to 30-4-1924	1 to 66	145	
59	—do—	979	Compulsory Primary Education in Cawnpore municipality.	19-1-1921 to 13-11-1926	1 to 216	145	
60	—do—	990	Municipal Boards which have agreed to introduce compulsory Primary Education.	1-12-1921 to 17-4-1923	1 to 614	146	
61	—do—	722	Expansion of Primary Education	20-7-1918 to 5-5-1923	1 to 164	148	
62	—do—	772	Expansion of Primary Education in cantonments.	11-10-1920 to 12-7-1927	1 to 20	149	
63	—do—	634	Compulsory Primary Education in Kashipur municipality.	22-6-1922 to 3-11-1928	1 to 22	153	
64	—do—	635	Compulsory Primary Education in Bareilly Municipality.	2-2-1923 to 20-1-1927	1 to 230	153	
65	—do—	636	Compulsory Primary Education in Moradabad municipality.	2-2-1923 to 20-1-1927	1 to 82	153	

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1	2	3	4	5	6	7	8
66	Education	665	Compulsory Primary Education in Bulandshahr municipality.	5-2-1923 to 30-10-1926	1 to 92	153	U. P. State Archives, Lucknow.
67	—do—	680	Compulsory Primary Education in Konch municipality Jalaun District.	5-2-1923 to 18-11-1926	1 to 100	153	
68	—do—	693	Compulsory Primary Education in Ghazipur municipality.	5-2-1923 to 10-7-1923	1 to 58	153	
69	Education-A	719	Desirability of imparting a more industrial bias to Primary Education.	29-5-1923 to 25-7-1923	1 to 14	103	
70	Education	V-720	Introduction of primary Compulsory Education in Municipalities.	25-4-1923 to 30-10-1923	1 to 54	154	
71	—do—	725	Compulsory Primary Education in Unnao municipality.	5-2-1923 to 6-8-1925	1 to 64	154	
72	—do—	739	Compulsory Primary Education in Roorkee municipality.	1-2-1923 to 30-10-1926	1 to 60	154	
73	—do—	748	Compulsory Primary Education in Lucknow municipality.	1-5-1923 to 3-11-1928	1 to 64	154	
74	—do—	762	Compulsory Primary Education in Sitapur, municipality.	18-9-1923 to 10-2-1930	1 to 80	154	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
75	Education	763	Compulsory Primary Education in Meerut municipality.	24-10-1923 to 30-10-1923	1 to 74	154	U. P. State Archives, Lucknow.
76	—do—	870	Regarding measures for the organization of compulsory Primary Education in U.P.	13-8-1924 to 8-6-1925	1 to 88	163	
77	—do—	911	Compulsory Primary Education in Saron municipality, district Etah.	2-8-1924 to 12-10-1927	1 to 48	163	
78	—do—	912	Compulsory Primary Education in Hardoi municipality.	29-8-1924 to 17-3-1925	1 to 14	163	
79	Education-A	904	Compulsory Primary Education in Municipalities.	7-8-1924 to 19-1-1925	1 to 22	110	
80	—do—	925	Budget permission for Primary Education in Municipalities for the year 1925-26.	6-11-1924 to 1-12-1924	1 to 10	110	
81	Education	939	United Provinces district Primary Education bill.	9-12-1924 to 2-2-1925	1 to 64	163	
82	—do—	802	Compulsory Primary Education in Lakhimpur municipality.	10-1-1925 to 7-1-1927	1 to 12	168	
83	—do—	828	Improvement and expansion of Primary Education (boys) in the United Provinces.	14-2-1925 to 22-9-1925	1 to 158	169	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
84	Education	966	Proceedings of a meeting of the Advisory Committee on Compulsory Primary Education in the Municipalities.	8-8-1925 to 26-11-1928	1 to 256	170	U. P. State Archives, Lucknow.
85	—do—	999	Compulsory Primary Education in the Agra municipality.	9-9-1925 to 30-10-1926	1 to 26	170	
86	—do—	1002	Scheme for Compulsory Primary Education for boys in the Mathura municipality.	7-9-1929 to 29-1-1940	1 to 300	170	
87	—do—	1012	Primary Education duration of the middle stage (chapter II of Mr. Kichlu's report).	7-7-1925 to 16-9-1925	1 to 14	171	
88	Education-A	841	Compulsory Primary Education in Ballia municipality.	14-2-1925 to 1-12-1925	1 to 32	120	
89	Education	1020	United Provinces district Board Primary Education Act, 1926.	8-7-1925 to 1-6-1929	1 to 466	171	
90	—do—	1024	Mr. Kichlu's report on improvement and expansion of Primary Education.	8-10-1925 to 25-8-1944	1 to 48	171	
91	—do—	1072	Primary Education in the whole city of Lucknow. municipality.	14-12-1925 to 26-2-1926	1 to 23	171	
92	Education-A	903	Grants to Municipalities for expansion of Primary Education during 1923-24.	29-10-1923 to 4-2-1927	1 to 64	121	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
93	Education-A	931	Appointment of a committee to enquire report on the state of Primary Education of boys of Municipal committee.	12-6-1925 to 18-10-1928	1 to 84	121	U. P. State Archives, Lucknow.
94	Education	1158	Rules framed by Government under section 17 of the United Provinces District Board Primary Education Act, 1926 (I of 1926)	7-5-1931 to 21-5-1934	1 to 7	177	
95	—do—	1067	Expansion of Primary Education in Cantonment.	19-4-1922 to 6-3-1931	1 to 48	178	
96	—do—	1122	Compulsory Primary Education in the Ghaziabad municipality, district Meerut.	21-5-1927 to 14-2-1928	1 to 48	178	
97	—do—	1143	Compulsory primary Education in the Jhansi municipality.	12-1-1926 to 1-11-1927	1 to 32	187	
98	Education-A	1028	Exemption of the sweepers of ward II from the operations of the U. P. Primary Education Act, 1919.	27-11-1926 to 29-8-1927	1 to 36	144	
99	—do—	1091	Grant to Municipalities for Primary Education.	14-4-1927 to 17-3-1928	1 to 52	144	
100	—do—	1097	Rules framed by the District Board Gonda under section 18 of the U. P. District Boards Primary Education Act (I of 1926)	13-8-1928 to 15-11-1928	1 to 26	144	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
101	Education-A	1169	Model regulations under section 18 of the U. P. District Board Primary Education Act (I of 1926)	19-1-1927 to 21-7-1933	1 to 116	145	} U. P. State Archives, Lucknow.
102	- do—	1178	Opinion of District Board on the resolution regarding primary school building, passed by the committee appointed by Government to make recommendations for the improvement of Vernacular Education.	22-11-1928 to 23-3-1929	1 to 406	145	
103	—do—	1194	Report on the compulsory Primary Education in Municipalities by M. Kulwant Rai Saheb, M.A., U.P.E.S.	23-5-1927 to 28-6-1928	1 to 54	146	
104	—do—	1194 (1)	Report on the Committee appointed to consider Mr. Kulwant Rai's report on Compulsory Primary Education in Municipalities "Recommendation I—Propaganda.	9-6-1928 to 20-7-1929	1 to 70	146	
105	—do—	1194 (2)	Recommendation 2—Extent of Primary Education, length of school day in compulsory schools, supply of text books to children of indigent parents	17-6-1928 to 12-3-1929	1 to 25	146	
106	—do—	1194 (4)	Recommendation 5—District Officer to give assistance.	9-6-1928 to 16-1-1930	1 to 42	146	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
107	Education-A	1194 (5)	Recommendation 6-Register of children	9-6-1928 to 19-3-1929	1 to 18	146	U. P. State Archives, Lucknow.
108	—do—	1194 (6)	Recommendation 7—Supply of correct information by parents.	1-2-1929 to 19-3-1929	1 to 16	146	
109	—do—	1194 (7)	Recommendation 8--Account of boys of school going age and of Prosecution.	9-6-1928 to 4-5-1929	1 to 28	146	
110	—do—	1194 (8)	Report of the Committee appointed to consider M. Kulwant Rai's report on Compulsory Primary Education in Municipalities. Recommendations 9 and 21 (a)-Designation of Attendance Officers, their qualifications, powers and pay.	9-6-1928 to 19-3-1929	1 to 28	147	
111	—do—	1194 (9)	Recommendation 10--Powers of the Superintendent of education.	1-4-1928 to 15-11-1934	1 to 20	147	
112	—do—	1194 (10)	Recommendation 11—Distribution of full Primary Schools and scholars.	1-4-1928 to 15-11-1934	1 to 10	147	
113	—do—	1194 (11)	Recommendation 12—Accounts and returns to be made and kept by aided schools.	9-6-1928 to 2-6-1931	1 to 22	147	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
114	Education-A	1194 (12)	Recommendation 13—Qualification of teachers in board's schools.	9-6-1928 to 19-3-1929	1 to 16	147	U. P. State Archives, Lucknow.
115	—do—	1194 (13)	Recommendation 14—Scale of pay of teachers.	1-4-1928 to 18-9-1928	1 to 10	147	
116	—do—	1194 (14)	Recommendation 15—Allowances to teachers in training schools	9-6-1928 to 2-7-1928	1 to 4	147	
117	—do—	1194 (15)	Recommendation 16—Character rolls and graded list of teachers.	9-6-1928 to 1-2-1929	1 to 14	147	
118	—do—	1194 (16)	Recommendation 17—Training Teachers in Govt. Central Training Schools.	9-6-1928 to 2-7-1928	1 to 4	147	
119	—do—	1194 (17)	Recommendation 18—Buildings	9-6-1928 to 14-7-1928	1 to 16	147	
120	—do—	1194 (18)	Recommendation 19—Equipment of schools.	9-6-1928 to 19-3-1929	1 to 14	147	
121	—do—	1194 (19)	Recommendations 20 (a)—Religious Instruction.	9-6-1928 to 2-7-1928	1 to 4	147	
122	—do—	1194 (20)	Recommendation 20 (b)—Mahajani and Spinning.	9-6-1928 to 2-7-1928	1 to 6	147	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
123	Education-A	1194 (22)	Recommendation (21C)-Teachers of infant classes.	9-6-1928 to 19-3-1929	1 to 16	147	U. P. State Archives, Lucknow.
124	—do—	1194 (23)	Recommendation 21 (d)—Text books.	9-6-1928 to 30-6-1928	1 to 6	147	
125	—do—	1194 (24)	Recommendation 21 (e)-Neatness and cleanliness Compulsory Physical Exercises	9-6-1928 to 8-4-1929	1 to 16	147	
126	—do—	1194 (25)	Recommendation 22-Libraries	9-6-1928 to 28-6-1928	1 to 4	147	
127	—do—	1194 (26)	Recommendation 23-Register of children exempted and excused from attendance.	17-6-1928 to 19-3-1929	1 to 14	147	
128	—do—	1194 (27)	Further recommendation 1—Amendment to rule 4 (vii).	9-6-1928 to 19-3-1929	1 to 14	147	
129	—do—	1194 (28)	Further recommendation 2—School Committee and education committee.	9-6-1928 to 2-6-1930	1 to 6	147	
130	—do—	1194 (29)	Report of the committee to consider Mr. Kulwant Rai's report on Compulsory Primary Education in municipalities. Further recommendation 3—Draft model regulations.	9-6-1928 to 19-11-1930	1 to 14	147	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
131	Education (A)	1231	Provision for Compulsory Primary Education in the rural areas in connection with schedule of new demands for 1928-29.	3-9-1927 to 24-9-1928	1 to 98	149	U. P. State Archives, Lucknow.
132	—do—	1325	Compulsory Primary Education in the rural areas of Bijnore district.	23-11-1927 to 6-8-1928	1 to 114	149	
133	—do—	1349	Compulsory Primary Education for boys in the rural areas of Mathura district.	30-1-1928 to 26-11-1930	1 to 174	150	
134	—do—	1357	Compulsory primary Education for boys in the rural areas of Mainpuri district.	19-1-1927 to 30-8-1928	1 to 46	150	
135	—do—	1358	Compulsory primary Education for boys in the rural areas of Bareilly district.	10-12-1927 to 25-5-1931	1 to 46	150	
136	—do—	1359	Compulsory primary Education for boys in the rural areas of Partapgarh district.	10-12-1927 to 16-7-1928	1 to 106	150	
137	—do—	1360	Compulsory primary Education for boys in the rural areas of Unnao district.	10-12-1927 to 30-7-1941	1 to 310	150	
138	—do—	1361	Compulsory Primary Education for boys in the rural areas of Barabanki district.	20-5-1927 to 23-3-1928	1 to 56	151	
139	—do—	1362	Compulsory Primary Education for boys in the rural areas of Allahabad district.	20-12-1927 to 11-2-1928	1 to 104	151	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
140	Education(A)	1363	Compulsory Primary Educa- tion for boys in the rural areas of Etah district.	13-12-1927 to 2-2-1928	1 to 12	151	U. P. State Archives, Lucknow.
141	—do—	1364	Compulsory Primary Educa- tion for boys in the rural areas of Sitapur district.	21-7-1927 to 18-8-1928	1 to 92	151	
142	—do—	1365	Compulsory Primary Educa- tion for boys in the rural areas of Kanpur district.	19-1-1928 to 28-10-1932	1 to 120	151	
143	—do—	1367	Compulsory Primary Educa- tion for boys in the rural areas of Kheri district.	15-2-1928 to 29-10-1930	1 to 166	151	
144	—do—	1152	Compulsory Primary Educa- tion in the Firozabad munici- pality (distt. Agra)	10-5-1927 to 11-7-1928	1 to 34	179	
145	Education	1164	Compulsory Primary Educa- tion in the Agra municipality.	16-6-1927 to 19-3-1931	1 to 172	179	
146	—do—	1170	Compulsory Primary Educa- tion in the Unnao municip- ality.	14-7-1927 to 26-7-1927	1 to 10	179	
147	—do—	1177	Compulsory Primary Educat- ion in the Meerut municipality	13-7-1927 to 19-3-1930	1 to 26	179	
148	—do—	1181	Compulsory Primary Educat- ion in the Hardoi municipa- lity.	18-7-1927 to 22-2-1940	1 to 164	179	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
149	Education	1183	Compulsory Primary Education in the Sitapur municipality.	18-7-1927 to 1-7-1935	1 to 16	179	U. P. State Archives, Lucknow.
150	—do—	1184	Compulsory Primary Education in the Lakhimpur municipality.	5-2-1923 to 19-3-1930	1 to 36	179	
151	—do—	1186	Compulsory Primary Education in the Koil (Aligarh) municipality.	8-9-1928 to 1-2-1940	1 to 136	180	
152	—do—	1187	Compulsory Primary Education in the Roorkee municipality, (District Saharanpur)	27-7-1927 to 4-12-1930	1 to 38	180	
153	—do—	1188	Compulsory Primary Education in the Brindaban municipality.	6-3-1927 to 15-1-1939	1 to 114	180	
154	—do—	1195	Compulsory Primary Education in the Balrampur municipality (Distt Gonda)	25-4-1923 to 7-8-1930	1 to 60	180	
155	—do—	1198	Compulsory Primary Education in the Kanpur municipality.	9-7-1927 to 4-2-1931	1 to 160	180	
156	—do—	1254	Compulsory Primary Education in the Farrukhabad-Cum Fategarh municipality.	25-10-1923 to 16-8-1933	1 to 116	180	
157	—do—	1255	Compulsory Primary Education in the Ghazipur municipality.	30-9-1927 to 20-11-1930	1 to 52	180	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
158	Education	1262	Compulsory Primary Education for boys in Mainpuri municipality	27-9-1927 to 2-2-1940	1 to 226	181	U. P. State Archives, Lucknow.
159	—do—	1014	Compulsory Primary Education in Sikandarabad municipality. (Distt. Bulandsahar)	27-1-1928 to 7-11-1928	1 to 38	186	
160	—do—	1021	Compulsory Primary Education in Unnao municipality.	3-2-1928 to 22-11-1928	1 to 40	186	
161	—do—	1026	Compulsory Primary Education for boys in the Kashipur municipality.	14-2-1928 to 24-1-1940	1 to 194	186	
162	—do—	1028	Compulsory Primary Education for boys in the rural areas of Agra.	13-2-1928 to 19-9-1928	1 to 84	186	
163	—do—	1029	Compulsory primary Education for boys in the rural areas of Jhansi.	11-2-1928 to 5-4-1929	1 to 20	186	
164	—do—	1032	Compulsory Primary Education for boys in the rural areas of Hardoi.	28-3-1928 to 13-8-1930	1 to 60	186	
165	—do—	1048	Compulsory Primary Education for boys in the rural areas of Banaras district.	23-2-1928 to 12-3-1928	1 to 6	186	
166	—do	1057	Compulsory Primary Education in Bijnor municipality.	28-2-1927 to 19-12-1932	1 to 108	186	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
167	Education	1115	Compulsory Primary Educa- tion for boys in Hapur municipality.	15-2-1928 to 13-8-1941	1 to 202	187	U. P. State Archives, Lucknow.
168	—do—	1145	Compulsory Primary Educa- tion for boys in the rural areas of Muzaffarnagar district.	19-9-1928 to 14-11-1932	1 to 106	187	
169	—do—	1173	Compulsory Primary Educa- tion in the rural areas of Fatehpur district	7-7-1928 to 16-2-1929	1 to 76	188	
170	—do—	1184	Compulsory Primary Educa- tion in Jhansi municipality.	27-7-1928 to 22-3-1930	1 to 28	188	
171	—do—	1186	Compulsory Primary Educa- tion for boys in the Hathras municipality.	8-9-1928 to 31-1-1940	1 to 233	188	
172	—do—	1193	Compulsory Primary Educa- tion in Badaun municipality.	14-8-1928 to 17-10-1930	1 to 74	188	
173	—do—	1213	Compulsory Primary Educa- tion in Orai municipality.	5-9-1928 to 28-5-1929	1 to 52	189	
174	—do—	1236	Compulsory Primary Educa- tion in Soron municipality.	19-10-1928 to 23-10-1928	1 to 10	189	
175	—do—	1253	Compulsory Primary Educa- tion in Nainital municipality.	29-11-1926 to 25-11-1930	1 to 96	189	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
176	Education	1294	Rules made by Government under section 18 of the United Provinces Primary Education Act vii of 1919.	27-6-1928 to 28-3-1934	1 to 72	189	} U. P. State Archives, Lucknow.
177	Education-A	1023	Applicability of the U. P. Primary Education Act 1919 or U. P. District Board Primary Education Act 1926 to Notified Areas.	3-10-1927 to 19-4-1928	1 to 48	154	
178	—do—	1097	Rules framed by the District Board Gonda under section 18 of the U.P. District Boards Primary Education Act I of 1926.	13-3-1928 to 19-11-1928	1 to 14	156	
179	—do—	1119	Rules framed by District Board Binjor under section 18 of the U. P. District Boards Primary Education Act I of 1926.	19-1-1928 to 6-10-1928	1 to 56	156	
180	—do—	1134	Grant to Municipal Boards for the Primary Education 1928-29.	16-5-1928 to 12-3-1930	1 to 40	157	
181	—do—	1138	Regulation framed Municipal Boards Lucknow under section 19 of U. P. Primary Education Act. 1919	26-3-1928 to 8-8-1934	1 to 76	175	
182	—do—	1242	Regulations framed by District Board Kanpur under section 18 of the U.P. District Board Primary Education Act I of 1926.	19-1-1928 to 24-3-1931	1 to 100	161	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
183	Education-A	1243	Regulations framed by District Board Agra under section 18 of the U. P. District Board Primary Education Act. I of 1926.	19-1-1928 to 20-11-1929	1 to 62	161	U. P. State Archives, Lucknow.
184	—do—	1244	Regulations framed by District Board Meerut under section 18 of the U. P. District Board Primary Education Act I of 1926.	19-1-1928 to 14-5-1932	1 to 62	161	
185	—do—	1245	Amendment of regulation framed by the District Board Sitapur under section 18 of the U. P. District Board Primary Education Act 1926.	19-1-1928 to 2-5-1939	1 to 152	161	
186	—do—	1246	Regulation rules framed by District Board Badaun under Section 18 of the U. P. District Board Primary Education Act 1 of 1926.	19-1-1928 to 31-7-1930	1 to 474	161	
187	—do—	1247	Regulation rules framed by District Board Muzaffarnagar under section 18 of the U. P. District Board Primary Education Act 1 of 1926.	26-9-1928 to 4-7-1930	1 to 54	161	
188	—do—	1263	Preference as teachers in Primary Schools and as students in training schools and agricultural schools to boys who have passed the Vernacular Final Examination with agriculture.	22-11-1928 to 12-8-1930	1 to 40	161	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
189	Education	100	Acquisition of a plot of land by the District Board Badaun required for the construction of a Primary School at Islam Nagar, Distt Badaun	12-1-1929 to 19-4-1929	1 to 32	197	U. P. State Archives, Lucknow.
190	—do—	1026	Compulsory Primary Education for boys in rural areas of the Etawah district.	17-1-1929 to 3-12-1931	1 to 86	197	
191	—do—	1027	Compulsory Primary Education for boys in certain areas of the Farrukhabad district.	16-1-1929 to 21-7-1937	1 to 242	198	
192	—do—	1028	Compulsory Primary Education for boys in the rural areas of the Banda district.	20-1-1929 to 18-7-1938	1 to 318	198	
193	—do—	1038	Compulsory Primary Education in Banaras municipality	16-2-1929 to 22-2-1929	1 to 12	198	
194	—do—	1075	Compulsory Primary Education for boys in the Lalganj school area of the Raebareli district.	27-1-1929 to 30-11-1929	1 to 38	198	
195	—do—	1098	Compulsory Primary Education in Karanda and Mahepur School areas of the Ghazipur district.	10-5-1929 to 11-2-1930	1 to 48	199	
196	—do—	1112	Compulsory Primary Education in Lucknow municipality.	11-5-1929 to 4-7-1929	1 to 32	199	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
197	Education	1224	Compulsory Primary Educa- tion in the Bareilly munici- pality.	20-9-1929 to 30-8-1940	1 to 144	199	U. P. State Archives, Lucknow.
198	—do—	1228	Compulsory Primary Educa- tion in the Firozabad munici- pality, Agra.	4-10-1929 to 19-9-1938	1 to 20	200	
199	—do—	1305	Compulsory Primary Educa- tion in the Sonon municipality (distt Etah)	13-12-1929 to 6-11-1930	1 to 16	200	
200	—do—	1306	Compulsory Primary Educa- tion in Ghaziabad municipa- lity (distt Meerut)	13-12-1929 to 2-9-1940	1 to 100	200	
201	—do—	1311	Compulsory Primary Educa- tion in Muzaffarnagar muni- cipality.	20-12-1929 to 19-1-1931	1 to 28	200	
202	Education (A)	1002	Regulation framed by Distr- ict Boards under section 8 (6) and (7) of the U.P. District Board Primary Educa- tion Act 1926.	11-12-1928 to 18-7-1929	1 to 34	169	
203	—do—	1076	Regulation under section 18 of the U.P. District Board Primary Education Act. 1926 made by the District Board Unnao for the areas Parwa, Bighapur, Safipur Ugu, Mohan, Ajgain, Paari Kalan and Sikander Sarausi	19-1-1929 to 19-10-1929	1 to 30	171	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
204	Education (A)	1077	Regulation Under Section 18 of the U.P. Primary Education A I of 1926 made by District Board Gorakhpur for the compulsory areas Tamkohi & Gorakhpur	10-1-1928 to 3-12-1929	18 to 32	171	U. P. State Archives, Lucknow.
205	—do—	1078	Regulation under section 18 of the U.P. District Board Primary Education Act I of 1926 made by District Board Har-doi for compulsory Notified Areas Sandi, Beniganj and Pehani and village area Bawan.	19-1-1928 to 10-12-1929	1 to 52	171	
206	—do—	1079	Regulation under section 18 of the U.P. District Board Primary Education Act. I, 1926 made by District Board Shajahanpur for compulsory area Jalalabad.	19-1-1928 to 25-7-1929	1 to 24	171	
207	—do—	1080	Regulation under section 18 of the U.P. District Board Primary Education Act I, 1926 made by District Board Fatehpur for compulsory areas.	19-1-1928 to 13-6-1932	1 to 70	171	
208	—do—	1102	Grant to Municipal Boards for Primary Education for 1929-30	14-5-1929 to 29-6-1929	1 to 18	172	
209	—do—	1155	Regulation made by District Board Garhwal under section 18 of the Compulsory Primary Education Act I of 1926.	19-1-1928 to 14-6-1930	1 to 52	173	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
210	Education (A)	1167	Provision for opening of new lower Primary training classes at Government Vernacular School for Girls at Gorakhpur and Azamgarh.	29-8-1929 to 4-6-1931	1 to 18	173	U. P. State Archives, Lucknow.
211	—do—	1173	Provision for opening a lower Primary Training Class at the Government Vernacular School for Girls at Mirzapur.	29-8-1929 to 12-11-1937	1 to 18	173	
212	Education	1269	Improvement in the existing rules concerning Compulsory Primary Education for boys.	5-11-1929 to 26-11-1929	1 to 10	174	
213	—do—	1312	Extension of Compulsory Primary Education for boys in the rural areas of the Bijnor district.	28-10-1929 to 21-12-1929	1 to 14	200	
214	—do—	1317	Extension of Compulsory Primary Education to the Kakrata and Goora village areas of the Badaun district.	14-12-1929 to 7-1-1930	1 to 6	200	
215	—do—	1008	Compulsory Primary Education in Banaras municipality.	23-12-1930 to 23-8-1939	1 to 120	204	
216	—do—	1036	Compulsory Primary Education for boys in Meerut municipality.	15-2-1930 to 31-1-1940	1 to 130	204	
217	—do—	1046	Compulsory Primary Education for boys in the Sitapur municipality.	1-3-1930 to 26-2-1937	1 to 62	204	

S	Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
	1	2	3	4	5	6	7	8
	218	Education	1047	Compulsory Primary Educa- tion for boys in the Lucknow municipality.	1-3-1930 to 11-10-1941	1 to 186	204	
	219	—no—	1048	Compulsory Primary Educa- tion in Unnao municipality.	5-3-1930 to 18-10-1930	1 to 22	204	
	220	—do—	1049	Compulsory Primary Educa- tion in Sikandrabad munici- pality.	5-3-1930 to 15-10-1931	1 to 30	205	
	221	—do—	1055	Compulsory Primary Educa- tion in Lakhimpur munici- pality.	10-3-1930 to 2-3-1940	1 to 102	205	
	222	—do—	1058	Compulsory Primary Educa- tion in the Konch municipa- lity, Jalaun.	5-3-1930 to 25-2-1935	1 to 74	205	
	223	—do—	1060	Compulsory Primary Educa- tion in Mirzapur municipality.	4-12-1931 to 27-3-1940	1 to 90	205	
	224	—do—	1126	Compulsory Primary Educa- tion in Jhansi municipality.	16-6-1930 to 14-3-1940	1 to 188	205	
	225	—do—	1218	Compulsory Primary Educa- tion in Saharanpur munici- pality.	1-11-1930 to 7-7-1940	—	—	
	226	—do—	11234	Compulsory Primary Educa- tion for boys in municipal Boards, Rae Bareilly.	26-11-1930 to 2-9-1931	1 to 84	206	

U. P. State Archives, Lucknow.

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
227	Education	1252	Compulsory Primary Education in Muzaffarnagar municipality.	18-9-1928 to 27-5-1940	1 to 138	206	U. P. State Archives, Lucknow.
228	Education-A	1064	Regulation made by the District Board Ghazipur under section 18 of the U.P. Primary Education Act I of 1926.	19-1-1928 to 28-9-1931	1 to 44	179	
229	—do—	1065	Regulation made by the District Board Banda under section 18 of the U. P. Primary Education Act I of 1926.	19-1-1928 to 17-12-1930	1 to 24	179	
230	—do—	1066	Regulation made by the District Board Etawah under section 18 of the U.P. Primary Education Act I of 1926.	19-1-1928 to 16-11-1934	1 to 58	179	
231	—do—	1067	Regulation made by the District Board Farukhabad under section 18 of the U.P. Primary Education Act I of 1926.	14-3-1929 to 12-3-1932	1 to 94	179	
232	—do—	1079	Payment of a personal allowance at the rate of Rs. 5/- p.m. to the Primary School teachers by District Board Basti.	4-4-1930 to 17-4-1930	1 to 6	179	
233	—do—	1095	Grants to Municipal Board for Primary Education for 1930-31.	3-5-1930 to 29-10-1930	1 to 22	179	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
234	Education-A	1096	Prosecution of defaulters for irregular attendance under section 10 of the U.P. District Boards Primary Education Act. 1926.	31-1-1930 to 3-7-1930	1 to 14	179	U. P. State Archives, Lucknow.
235	— do —	1258	Regulations made by the District Board Saharanpur under section 18 of the U.P. District Board Primary Education Act 1926.	10-1-1928 to 21-11-1931	1 to 56	184	
236	— do —	1108	Compulsory Primary Education in the Balrampur municipality, Gonda district.	30-6-1931 to 29-3-1941	1 to 188	194	
237	— do —	1111	Grant to Municipal Boards for Primary Education for 1931-32.	11-12-1930 to 29-3-1932	1 to 100	194	
238	— do —	1112	Compulsory Primary Education for boys in rural areas of the Ballia district.	20-7-1931 to 24-7-1931	1 to 4	194	
239	— do —	1128	Compulsory Primary Education in the Agra municipality.	19-4-1922 to 25-1-1940	1 to 172	194	
240	— do —	1148	Revision of the scheme of Compulsory Primary Education in the Moradabad municipality.	30-7-1931 to 7-8-1931	1 to 6	194	
241	— do —	1149	Compulsory Primary Education in the Soron municipality District Etah.	2-10-1931 to 26-3-1940	1 to 76	194	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
242	Education	1182	Debit of the cost pay of a scout master to the allotment for pre-education.	1-10-1931 to 6-5-1932	1 to 14	195	U. P. State Archives, Lucknow.
243	—do—	1081	Inclusion of sweepers residing in the Bijnor municipality in the Compulsoy Primary Education scheme.	4-5-1931 to 24-2-1940	1 to 174	211	
244	—do—	1167	Acquisition of land for the District Board, Meerut required for the construction of a Primary School building at Duhai, Meerut.	10-8-1931 to 29-6-1933	1 to 66	211	
245	—do—	1168	Compulsory Primary Education for boys in Sitapur municipality.	14-7-1931 to 18-4-1940	1 to 42	211	
246	—do—	1180	Compulsory Primary Education for boys in Firozabad municipality	26-9-1931 to 2-2-1940	1 to 76	211	
247	—do—	1197	Compulsory Primary Education for boys in the Roorkee municipality, District Saharanpur.	30-10-1931 to 5-2-1940	1 to 76	211	
248	—do—	1198	Compulsory Primary Education for boys in Municipal Board Unnao.	13-10-1931 to 31-1-1940	1 to 90	211	
249	—do—	1206	Compulsory Primary Education in Muzaffarnagar municipality.	24-10-1931 to 30-10-1931	1 to 8	212	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
250	Education	1208	Compulsory Primary Education in Badaun municipality.	31-10-1931 to 23-8-1939	1 to 68	212	U. P. State Archives, Lucknow.
251	—do—	1213	Extension of Compulsory Primary Education for boys to fourteen selected areas of the Moradabad district.	5-11-1931 to 12-11-1931	1 to 4	212	
252	—do—	1226	Compulsory Primary Education in Nainital municipality.	22-5-1934 to 29-1-1940	1 to 84	212	
253	Municipal	4	Occupation by the Municipal Board of certain Nazul land for the construction of a Primary School.	5-1-1931 to 3-3-1931	1 to 18	155	
254	Education	1010	Compulsory Primary Education in Dehradun municipality.	18-1-1932 to 27-6-1938	1 to 106	218	
255	—do—	1040	Compulsory Primary Education for boys in the Ghazipur municipality.	1-2-1932 to 8-4-1940	1 to 114	218	
256	—do—	1060	Compulsory Primary Education in the Konch municipality.	18-2-1932 to 20-2-1932	1 to 8	218	
257	—do—	1082	Compulsory Primary Education in the Kanpur municipality.	28-1-1932 to 12-1-1940	1 to 78	218	
258	—do—	1120	Acquisition of land required by the District Board, Ghazipur for the play ground of the primary school at Aunihar, Ghazipur.	14-4-1932 to 1-8-1932	1 to 34	219	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
259	Education-A	1025	Prosecution of defaulters for irregular attendance under section 10 of the U.P. Primary Education Act, 1919.	2-2-1932' to 25-2-1932	1 to 10	202	U. P. State Archives, Lucknow.
260	—do—	1144	Extension of Compulsory Primary Education within three miles radius of Baldeo and Goverdhan of Mathura district.	18-5-1932 to 26-5-1939	1 to 50	203	
261	—do—	1154	Progress report on the Compulsory Primary Education in Kishanpur, Baral area of the Meerut District.	20-5-1932 to 13-6-1932	1 to 6	204	
262	—do—	1187	Grant to Municipal Board for Primary Education for 1932-33	30-6-1932 to 4-3-1933	1 to 42	204	
263	—do—	1225	Compulsory Primary Education in the Bulandshahar municipality.	15-12-1931 to 10-3-1940	1 to 112	205	
264	—do—	1264	Compilation of Manual of Compulsory Primary Education in the United Provinces.	23-7-1934 to 22-11-1938	1 to 196	132	
265	Education	1168	Compulsory Primary Education for boys in the Moradabad municipality.	13-5-1932 to 28-3-1940	1 to 92	219	
266	—do—	1205	Introduction of Compulsory Primary Education for boys in the Banaras district.	12-7-1932 to 23-6-1941	1 to 262	219	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
267	Education	1223	Compulsory Primary Education in the Sikandarabad municipality.	9-9-1932 to 2-2-1940	1 to 104	219	U. P. State Archives, Lucknow.
268	—do—	1197	Compulsory Primary Education in Amroha municipality.	1-8-1933 to 4-10-1933	1 to 8	225	
269	—do—	1231	Compulsory Primary Education in Muzaffarnagar municipality	27-7-1932 to 14-8-1934	1 to 30	225	
270	—do—	1236	Compulsory Primary Education in Brindaban municipality.	29-9-1932 to 2-10-1941	1 to 102	225	
271	—do—	1241	Acquisition of land for the Construction of a Primary School building at Kithore, Meerut.	22-8-1932 to 20-3-1933	1 to 30	225	
272	—do—	1146	Compulsory Primary Education in Konch municipality.	7-6-1934 to 12-1-1940	1 to 52	231	
273	—do—	1013	Acquisition of land for Islamia Primary School building at Mowarar Kalan, Meerut.	12-1-1935 to 3-5-1935	1 to 32	234	
274	—do—	1036	Acquisition of land for playground for Primary School Kundosar, Ghazipur.	6-2-1935 to 6-6-1935	1 to 46	234	
275	—do—	1079	Acquisition of land at village Chappravat, Bulandshahr for construction of a Primary School building.	4-4-1935 to 29-9-1937	1 to 6	234	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
276	Education	1020	Acquisition of land for building a Primary School at Khalasi lines, Saharanpur.	12-1-1934 to 21-10-1936	1 to 48	234	U. P. State Archives, Lucknow.
277	—do—	1086	Compulsory Primary Education for girls in the Holi Darwaza ward Muttra municipality.	5-11-1930 to 22-5-1945	1 to 318	234	
278	—do—	1109	Introduction of Compulsory Primary Education for girls in the Mirzapur municipality.	30-4-1935 to 16-5-1941	1 to 94	235	
279	—do—	1136	Introduction of Compulsory Primary Education for girls in Kanpur municipality.	28-11-1934 to 10-5-1941	1 to 156	235	
280	—do—	1213	Introduction of Compulsory Primary Education for girls in the Dahanpur town area, Sitapur.	28-8-1935 to 14-9-1935	1 to 4	235	
281	—do—	1011	Introduction of Compulsory Primary Education for girls in the Ekdil village area of the Etawah district.	6-8-1936 to 20-12-1941	1 to 28	237	
282	—do—	1019	Extension of Compulsory Primary Education for boys in the Dharmanagar school area of Bijnor district.	30-1-1928 to 24-2-1936	1 to 40	238	
283	—do—	1066	Acquisition of land for a depressed classes school at Achnera, Agra.	3-4-1934 to 26-6-1934	1 to 32	231	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
284	Education (A)	1100	Grants to Municipal Boards for Primary Education for 1933-34.	18-4-1933 to 22-8-1933	1 to 62	211	
285	—do—	1088	Grant to Municipal Board for Primary Education for 1934-35.	12-4-1934 to 21-4-1934	1 to 16	222	
286	—do—	1165	Mr. Weir's report (Chapter 3 uneconomical schools Recommendation No. 9 regarding conditions on which a board may make grant-in aid to primary or preparatory schools for boys.	6-11-1934 to 20-7-1935	1 to 110	222	
287	—do—	1203	Regulation framed by the Municipal Board Kanpur under section 19 of U.P. Primary Education Act 1919.	4-4-1934 to 24-4-1942	1 to 188	223	
288	—do—	1264	Addition of a new rule 10 to the rules framed under section 17 of the U.P. District Board Primary Education Act 1926 empowering circle Inspectors or Inspectoresses to condemn a school building.	19-10-1934 to 26-2-1938	1 to 18	223	
289	—do—	1268	Proposal for introducing Compulsory Primary Education for girls in the Moradabad district.	5-10-1934 to 28-8-1935	1 to 28	223	

U. P. State Archives, Lucknow.

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
290	Education-A	1146	Grant to Municipal Boards for Primary Education for 1935-36.	15-7-1935 to 25-3-1936	1 to 26	234	U. P. State Archives, Lucknow.
291	Education	1063	Introduction of Compulsory Primary Education for girls in Itaunja in Kakori village areas of the Lucknow district.	7-1-1936 to 13-12-1938	1 to 48	238	
292	—do—	1098	Acquisition of land at Sah-pau, Mathura for a Primary School.	12-1-1935 to 14-8-1936	1 to 32	238	
293	—do—	1235	Proposal to amend rule 10 on page 52 of the Compulsory Primary Education manual U. P.	16-9-1936 to 14-10-1936	1 to 8	238	
294	Education-A	1123	Request for charging no fees (in Primary Schools of Meerut district) from children of military pensioners.	2-5-1936 to 5-10-1936	1 to 26	244	
295	—do—	1160	Amendment to Model regulations framed by Government under section 19 of the U. P. Primary School Act 1919 to introduction of Compulsory Primary Education for girls.	7-7-1936 to 27-7-1938	1 to 22	245	
296	—do—	1161	Amendment to Model regulation framed by Government under section 18 of the U.P. District Board Primary Education Act 1926, owing to introduction of Compulsory Education for girls.	23-5-1936 to 3-6-1938	1 to 18	245	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
297	Education-A	1012	Revision of the scheme of Compulsory Primary Education for boys in the Bareilly municipality.	14-12-1906 to 23-8-1937	1 to 56	253	U. P. State Archives, Lucknow.
298	—do—	1259	Extension of the scheme of Compulsory Primary Education for boys in the Banaras municipality.	27-4-1937 to 8-7-1937	1 to 18	256	
299	—do—	2110	Expenditure statement and report on Compulsory Primary Education for boys in Lucknow municipality for 1934-35 and 1935-36.	7-9-1935 to 13-5-1937	1 to 256	257	
300	—do—	1965	Grant to Municipal Board for Primary Education for 1938-39.	20-8-1938 to 4-3-1942	1 to 122	265	
301	—do—	2210	Provision for Primary Education to be made by Notified Areas under section 7 (2) of the Municipality Act.	3-9-1938 to 30-10-1938	1 to 6	266	
302	—do—	2272	Organization of a refresher course at the Basic Training College, Allahabad for District Board school teachers for starting Basic Education in Primary Schools from July 1939.	15-12-1938 to 13-3-1940	1 to 130	267	
303	Education	1307	Compulsory Primary Education in the Kasganj municipality.	14-12-1929 to 11-6-1941	1 to 102	243	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
304	Education	1380	Acquisition of land in village Malhawara, Sirsawan Harchand, Moradabad for construction of new school building.	1-6-1939 to 30-4-1940	1 to 34	243	U. P. State Archives, Lucknow.
305	—do—	1506	Acquisition of land for the playground and extension to the Compulsory Primary School for boys at Ekdil, Etawah.	2-12-1938 to 25-10-1939	1 to 22	243	
306	Education (A)	1176	Grants to Municipal Board for Primary Education for 1939-40.	27-7-1939 to 15-9-1942	1 to 106	282	
307	—do—	1193	Draft regulation framed by Municipal Board, Agra under section 19 of the U. P. Primary Education Act 1919.	16-1-1939 to 30-9-1939	1 to 28	282	
308	—	1200	Payment of grants to Municipal Boards for Compulsory Primary Education for boys for 1939 to 1940.	21-8-1939 to 4-4-1941	1 to 434	282	
309	—do—	1342	Budget estimates for Grants-in-aid to non-government Primary Schools and local bodies for depressed class education.	27-10-1939 to 16-11-1940	1 to 22	283	
310	—do—	1365	Budget provision for Compulsory Primary Education in Municipalities.	6-11-1939 to 28-1-1941	1 to 150	284	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
311	Education (A)	1366	Payment of grants to Municipal Boards for Compulsory Primary Education for girls in 1939-40.	3-11-1939 to 12-2-1941	1 to 76	284	U. P. State Archives, Lucknow.
312	—do—	1567	Regulation framed by the Municipal Board Lucknow under section 19 of the U. P. Primary Education Act 1919.	21-2-1933 to 14-6-1939	1 to 24	285	
313	—do—	2064	Grants to District Boards for free supply of text books to depressed class children reading in Primary and middle Schools.	16-11-1939 to 15-7-1942	1 to 102	287	
314	—do—	2067	Primary School stipends of depressed class students under district boards.	14-9-1938 to 14-7-1942	1 to 78	287	
315	Education (B)	252 (8)	Payment of grants to Municipal Boards towards stipend to depressed class children reading in Primary Schools for 1940-41.	4-9-1936 to 9-7-1943	1 to 664	3	
316	—do—	437	Regulations made by Municipal Board Bareilly under section 19 of the Primary Education Act, 1919.	16-11-1938 to 14-1-1944	1 to 132	5	
317	—do—	488	Payment of grants to Municipal Boards for Primary Education in 1940-41.	11-7-1940 to 7-1-1943	1 to 418	8	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
318	Education (B)	547	Payment of grants to Municipal Boards for Compulsory Primary Education for boys for 1940-41.	28-6-1940 to 29-9-1942	1 to 356	8	U. P. State Archives, Lucknow.
319	—do—	615	Payment of grant to the Municipal Boards for Compulsory Primary Education for girls in 1940-41.	5-10-1940 to 5-3-1942	1 to 82	10	
320	—do—	328	Permission to Municipal Boards to award vacant depressed class stipends of classes III and IV of Primary schools to students of class I and II.	4-8-1941 to 23-9-1941	1 to 14	14	
321	—do—	344	Payment of grant to Municipal Boards towards stipend to depressed class children reading in Primary Schools for 1941-42	9-9-1941 to 31-5-1943	1 to 342	14	
322	—do—	454	Reports on the reorganization of Compulsory Primary Education in U. P. by Dr. N. R. Dhar, Deputy Director of Public Instruction U. P.	9-9-1936 to 5-2-1942	1 to 416	17	
323	—do—	550	Payment of grant to Municipal Board for Primary Education for 1941-42.	26-6-1941 to 19-4-1944	1 to 300	22	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
324	Education (B)	550 (1)	Payment of grant to Municipal Board Saharanpur towards Compulsory Education for boys for 1941-42.	7-7-1941 to 25-11-1942	1 to 28	23	} U. P. State Archives, Lucknow.
325	—do—	550 (2)	Payment of grant to Municipal Board Roorkee towards Compulsory Education for boys for 1941-42.	28-11-1941 to 27-11-1942	1 to 32	23	
326	—do—	550 (3)	Payment of grant to Municipal Board Muzzaffarnagar towards Compulsory Education for boys for 1941-42.	5-11-1941 to 14-11-1942	1 to 18	23	
327	—do—	550 (4)	Payment of grant for Compulsory Primary Education for boys, Municipal Board, Meerut for 1941-42.	22-9-1941 to 15-12-1942	1 to 20	23	
328	—do—	550 (5)	Payment of grant for Compulsory Primary Education for boys, Municipal Board. Ghaziabad for 1941-42.	14-10-1941 to 12-11-1942	1 to 20	23	
329	—do—	550 (6)	Payment of grant for Compulsory Primary Education for boys, Municipal Board, Hapur, for 1941-42.	26-11-1941 to 10-12-1942	1 to 36	23	
330	—do—	550 (7)	Payment of grant for Compulsory Primary Education for boys, Municipal Board, Bulandshahr, for 1941-42.	3-12-1941 to 30-1-1943	1 to 32	23	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
331	Education-B	550 (8)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board, Sika- ndrabad, for 1941-42.	16-12-1941 to 30-11-1942	1 to 22	23	} U. P. State Archives, Lucknow.
332	—do—	550 (9)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board, Alig- arh, for 1941-42.	4-7-1941 to 20-11-1942	1 to 20	23	
333	—do—	550 (10)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board, Hath- ras, for 1941-42.	23-6-1941 to 5-9-1942	1 to 18	23	
334	—do—	550 (11)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board, Mathura for 1941-42.	18-6-1941 to 27-11-1942	1 to 26	23	
335	—do—	550 (12)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Brin- daban for 1941-42.	19-6-1941 to 20-11-1942	1 to 24	23	
336	—do—	550 (13)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Agra for 1941-42.	19-6-1941 to 5-2-1943	1 to 22	23	
337	—do—	550 (14)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Firo- zabad for 1941-42.	18-7-1941 to 17-12-1942	1 to 40	23	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
338	Education-B	550 (15)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Mainpuri for 1941-42.	24-7-1941 to 5-5-1943	1 to 46	23	U. P. State Archives, Lucknow.
339	—do—	550 (16)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Soron for 1941-42.	21-7-1941 to 27-11-1942	1 to 18	23	
340	—do—	550 (17)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Kasganj for 1941-42.	25-6-1941 to 2-9-1942	1 to 20	23	
341	—do—	550 (18)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Bareilly for 1941-42.	19-8-1941 to 30-10-1942	1 to 20	24	
342	—do—	550 (19)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Bijnor for 1941-42.	4-11-1941 to 12-12-1942	1 to 22	24	
343	—do—	550 (20)	Payment of grant — during 1941-42.	19-9-1941 to 28-10-1942	1 to 20	24	
344	—do—	550 (21)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Moradabad for 1941-42.	12-9-1941 to 15-12-1942	1 to 18	24	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. pages	Box No.	Remark
1	2	3	4	5	6	7	8
345	Education (B)	550 (22)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Kan- pur for 1941-42.	6-2-1942 to 29-1-1943	1 to 16	24	U. P. State Archives, Lucknow.
346	—do—	550 (23)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Alla- habad for 1941-42.	10-2-1942 to 15-1-1943	1 to 16	24	
347	—do—	550 (24)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Jhansi for 1941-42.	6-2-1942 to 28-6-1944	1 to 18	24	
348	—do—	550 (25)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Konch for 1941-42.	16-12-1941 to 30-1-1943	1 to 26	24	
349	—do—	550 (26)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Bana- ras for 1941-42.	6-2-1942 to 12-12-1942	1 to 30	24	
350	—do—	550 (27)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Mir- zapur for 1941-42.	11-2-1942 to 9-4-1942	1 to 16	24	
351	—do—	550 (28)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Gha- zipur for 1941-42	17-11-1941 to 30-1-1943	1 to 18	24	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
352	Education (B)	550 (29)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Naini- tal for 1941-42.	17-9-1941 to 23-11-1942	1 to 22	24	U. P. State Archives, Lucknow.
353	—do—	550 (30)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Kash- ipur for 1941-42.	14-10-1941 to 27-10-1942	1 to 20	24	
354	—do—	550 (31)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Luck- now for 1940-41.	10-12-1941 to 8-12-1942	1 to 22	24	
355	—do—	550 (32)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Unnao for 1940-41.	17-1-1942 to 23-11-1942	1 to 16	24	
356	—do—	550 (33)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Sita- pur for 1940-41.	13-1-1942 to 30-11-1942	1 to 16	24	
357	—do—	550 (34)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Har- doi for 1941-42.	19-1-1942 to 27-11-1942	1 to 16	25	
358	—do—	550 (35)	Payment of grant for Compul- sory Primary Education for boys, Municipal Board Lakhi- mpur for 1941-42.	2-12-1941 to 25-11-1942	1 to 30	25	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
359	Education-B	550 (36)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Bula-ndshahr for 1941-42.	4-11-1941 to 4-1-1943	1 to 20	25	U. P. State Archives, Lucknow.
360	—do—	550 (37)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Mirzapur for 1941-42.	30-8-1941 to 28-6-1943	1 to 24	25	
361	—do—	550 (38)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Mathura for 1941-42.	1-10-1941 to 29-12-1942	1 to 18	25	
362	—do—	550 (39)	Payment of grant for Compulsory Primary Education for boys, Municipal Board Cownpore for 1941-42.	7-2-1942 to 17-2-1943	1 to 16	25	
363	—do—	590	Compulsory Primary Education for boys in the Unnao district.	16-10-1941 to 14-11-1942	1 to 8	26	
364	—do—	689	Abolition of tuition fees in the preparatory classes of Primary Schools in the Dudhi and Robertsganj Tahsils of Mirzapur.	24-9-1941 to 26-11-1943	1 to 52	27	
365	—do—	701	Budget provisions for grants to Municipal Board for Primary Education for 1942-43.	17-1-1940 to 4-11-1941	1 to 42	28	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
366	Education-B	401	Appointment of women teachers in infant classes of District Board Primary Schools for boys.	23-12-1941 to 29-12-1943	1 to 30	31	U. P. State Archives, Lucknow.
367	—do—	410	Compulsory Primary Education for boys in the Muzaffarnagar Municipality - revision of scheme.	6-1-1942 to 26-10-1942	1 to 38	31	
368	—do—	422	Compulsory Primary Education for girls in Kanpur Municipality.	24-1-1940 to 17-7-1942	1 to 20	31	
369	—do—	450 (1)	Amendment of Compulsory Primary Education manual (Part I Chapter III) General Instructions for preparation of schemes by Municipal Boards.	22-1-1942 to 6-3-1942	1 to 12	32	
370	—do—	450 (2)	Amendment of Compulsory Primary Education manual (Part I Chapter II) (Rule under section 18 of the U. P. Primary Education Act VII of 1919).	7-6-1941 to 4-4-1944	1 to 56	32	
371	—do—	450 (4)	Amendment of C.P.E. Manual (Part II Chapter III) General Instructions for preparation of schemes by District Boards.	22-12-1927 to 9-11-1944	1 to 58	32	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
372	Education (B)	450 (5)	Amendment -- Compulsory Primary Education Manual (Part I Chapter II) (Rules under section 18 of the U. P. Primary Education Act VII of 1919).	7-6-1941 to 24-3-1942	1 to 20	32	U. P. State Archives, Lucknow.
373	—do—	450 (7)	Amendment-C. P. E. Manual general instruction for preparation of schemes by Municipal Boards.	7-6-1941 to 16-2-1944	1 to 52	32	
374	—do—	450 (8)	Amendment-Compulsory Primary Education Manual Rules under section 18 of the U. P. Primary Education Act VII of 1919.	7-6-1941 to 11-8-1942	1 to 28	32	
375	—do—	450 (9)	Amendment -- Compulsory Primary Education Manual (P. 35 of manual).	7-6-1941 to 10-8-1942	1 to 34	32	
376	—do—	476	Grants-District Boards. Payment of - to - for education in 1942-43.	1-4-1942 to 11-7-1942	1 to 30	33	
377	—do—	476 (1)	Payment of educational grant for 1942-43 to District Board Dehradun.	8-4-1942 to 25-5-1943	2 to 38	33	
378	—do—	476 (2)	Payment of educational grant for 1942-43 to District Board Saharanpur.	8-4-1942 to 19-10-1943	1 to 30	33	

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Sl No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
378	Education-B	476 (3)	Payment of educational grant for 1942-43 to District Board Muzaffarnagar.	8-4-1942 to 28-7-1943	1 to 40	33	U. P. State Archives, Lucknow.
379	—do—	476 (4)	Payment of educational grant for 1942-43 to District Board Meerut.	8-4-1942 to 16-12-1943	1 to 28	33	
380	—do—	476 (5)	Payment of educational grant for 1942-43 to District Board Bulandshahr.	8-4-1942 to 26-7-1943	1 to 50	33	
381	—do—	476 (6)	Payment of educational grant for 1942-43 to District Board Aligarh.	8-4-1942 to 10-6-1943	1 to 30	33	
382	—do—	476 (7)	Payment of educational grant for 1942-43 to District Board Mathura.	8-4-1942 to 16-6-1943	1 to 32	33	
383	—do—	476 (8)	Payment of educational grant for 1942-43 to District Board Agra.	8-4-1942 to 31-8-1943	1 to 32	33	
384	—do—	476 (9)	Payment of educational grant for 1942-43 to District Board Mainpuri.	8-4-1942 to 15-6-1943	1 to 30	33	
385	—do—	476 (10)	Payment of educational grant for 1942-43 to District Board Etah.	8-4-1942 to 15-6-1943	1 to 30	33	
386	—do—	476 (11)	Payment of educational grant for 1942-43 to District Board Bareilly.	8-4-1942 to 10-6-1943	1 to 30	33	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
387	Education (B)	476 (12)	Payment of educational grant for 1942-43 to District Board Bijnor.	8-4-1942 to 8-6-1943	1 to 28	33	U. P. State Archives, Lucknow.
388	—do—	476 (13)	Payment of educational grant for 1942-43 to District Board Badaun.	8-4-1942 to 9-6-1943	1 to 30	33	
389	—do—	476 (14)	Payment of educational grant for 1942-43 to District Board Moradabad.	8-4-1942 to 10-6-1943	1 to 40	33	
390	—do—	476 (15)	Payment of educational grant for 1942-43 to District Board Shahjahanpur.	8-4-1942 to 10-6-1942	1 to 30	33	
391	—do—	476 (16)	Payment of educational grant for 1942-43 to District Board Pilibhit.	8-4-1942 to 16-6-1943	1 to 32	33	
392	—do—	476 (17)	Payment of educational grant for 1942-43 to District Board Farukhabad.	8-4-1942 to 26-6-1943	1 to 32	33	
393	—do—	476 (18)	Payment of educational grant for 1942-43 to District Board Kanpur.	8-4-1942 to 5-8-1943	1 to 28	33	
394	—do—	476 (19)	Payment of educational grant for 1942-43 to District Board Fatehpur.	8-4-1942 to 18-3-1943	1 to 48	34	
395	—do—	476 (20)	Payment of educational grant for 1942-43 to District Board Etawah.	8-4-1942 to 21-12-1943	1 to 60	34	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
396	Education (B)	476 (21)	Payment of educational grant for 1942-43 to District Board Allahabad.	8-4-1942 to 21-6-1943	1 to 34	34	} U. P. State Archives, Lucknow.
397	—do—	476 (22)	Payment of educational grant for 1942-43 to District Board Banda.	8-4-1942 to 21-6-1943	1 to 28	34	
398	—do—	476 (24)	Payment of educational grant for 1942-43 to District Board Jhansi.	8-4-1942 to 8-6-1943	1 to 28	34	
399	—do—	476 (25)	Payment of educational grant for 1942-43 to District Board Jalaun.	8-4-1942 to 21-6-1943	1 to 38	34	
400	—do—	476 (26)	Payment of educational grant for 1942-43 to District Board Banaras.	8-4-1942 to 16-6-1943	1 to 30	34	
401	—do—	476 (27)	Payment of educational grant for 1942-43 to District Board Mirzapur.	8-4-1942 to 19-5-1943	1 to 32	34	
402	—do—	476 (28)	Payment of educational grant for 1942-43 to District Board Jaunpur.	8-4-1942 to 13-2-1943	1 to 34	34	
403	—do—	476 (29)	Payment of educational grant for 1942-43 to District Board Ghazipur.	8-4-1942 to 14-7-1943	1 to 26	34	
404	—do—	476 (30)	Payment of educational grant for 1942-43 to District Board Ballia.	8-4-1942 to 2-6-1943	1 to 28	34	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
405	Education (B)	476 (31)	Payment of educational grant for 1942-43 to District Board Gorakhpur.	8-4-1942 to 28-7-1943	1 to 44	34	U. P. State Archives, Lucknow
406	—do—	476 (32)	Payment of educational grant for 1942-43 to District Board Basti.	8-4-1942 to 22-7-1943	1 to 32	34	
407	—do—	476 (33)	Payment of educational grant for 1942-43 to District Board Azamgarh.	8-4-1942 to 4-2-1943	1 to 40	35	
408	—do—	476 (34)	Payment of educational grant for 1942-43 to District Board Nainital.	8-4-1942 to 3-11-1945	1 to 28	35	
409	—do—	476 (35)	Payment of educational grant for 1942-43 to District Board Almora.	8-4-1942 to 21-6-1943	1 to 34	35	
410	—do—	476 (36)	Payment of educational grant for 1942-43 to District Board Garhwal.	8-4-1942 to 23-7-1943	1 to 29	35	
411	—do—	476 (37)	Payment of educational grant for 1942-43 to District Board Lucknow.	8-4-1942 to 23-7-1943	1 to 32	35	
412	—do—	476 (38)	Payment of educational grant for 1942-43 to District Board Unnao.	8-4-1942 to 30-7-1943	1 to 54	35	
413	—do—	476 (39)	Payment of educational grant for 1942-43 to District Board Rae Bareli.	8-4-1942 to 20-7-1943	1 to 26	35	

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Sl. No.	Department/ section	File No.	Description	Covering dates	pages	Box No.	Remark
1	2	3	4	5	6	7	8
414	Education (B)	476 (40)	Payment of educational grant for 1942-43 to District Board Sitapur.	8-4-1942 to 14-7-1943	1 to 38	35	U. P. State Archives, Lucknow.
415	—do—	476 (41)	Payment of educational grant for 1942-43 to District Board Hardoi.	8-2-1942 to 12-8-1943	1 to 45	35	
416	—do—	476 (42)	Payment of educational grant for 1942-43 to District Board Kheri.	8-4-1942 to 20-7-1943	1 to 58	35	
417	—do—	476 (43)	Payment of educational grant for 1942-43 to District Board Faizabad.	8-4-1942 to 30-7-1947	1 to 52	35	
418	—do—	476 (44)	Payment of educational grant for 1942-43 to District Board Gonda.	8-4-1942 to 7-8-1943	1 to 30	35	
419	—do—	476 (45)	Payment of educational grant for 1942-43 to District Board Bahraich.	4-8-1942 to 28-9-1943	1 to 30	35	
420	—do—	476 (46)	Payment of educational grant for 1942-43 to District Board Sultanpur.	8-4-1942 to 2-7-1943	1 to 38	35	
421	—do—	476 (47)	Payment of educational grant for 1942-43 to District Board Pratapgarh.	8-4-1942 to 5-7-1943	1 to 34	35	
422	—do—	476 (48)	Payment of educational grant for 1942-43 to District Board Barabanki.	8-4-1942 to 26-6-1943	1 to 34	35	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
423	Education (B)	480	Percentage method of calculating of expenditure by Municipal Boards on Primary Education.	23-5-1928 to 10-7-1943	1 to 70	36	} U. P. State Archives, Lucknow.
424	—do—	550	Grant-Municipal Boards payment of grants for Primary Education for 1942-43.	9-7-1942 to 2-3-1944	1 to 238	37	
425	—do—	550 (1)	Grant-Municipal Board, Saharanpur. Payment of-to-towards Compulsory Primary Education for boys for 1942-43.	14-11-1942 to 27-12-1943	1 to 14	37	
426	—do—	550 (2)	Grant-Municipal Board, Roorkee. Payment of - to - towards Compulsory Primary Education for boys for 1942-43.	10-11-1942 to 7-12-1943	1 to 16	37	
427	—do—	550 (3)	Grant-Municipal Board, Muzaffarnagar. Payment of - to - towards Compulsory Primary Education for boys for 1942-43.	29-10-1942 to 19-2-1944	1 to 16	37	
428	—do—	550 (4)	Grant-Municipal Board, Meerut. Payment of - to - towards Compulsory Primary Education for boys for 1942-43.	25-11-1942 to 4-2-1944	1 to 16	37	
429	—do—	550 (5)	Grant-Municipal Board, Ghaziabad. Payment of - to - towards Compulsory Primary Education for boys for 1942-43.	29-10-1942 to 8-3-1945	1 to 14	37	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
430	Education (B)	550 (6)	Grant - Municipal Board, Hapur. Payment of - to - to - towards Compulsory Primary Education for boys for 1942-43.	26-11-1942 to 29-10-1943	1 to 18	37	U. P. State Archives, Lucknow.
431	—do—	550 (7)	Grant-Municipal Board, Bulandshahr. Payment of - to - to - towards Compulsory Primary Education for boys for 1942-43.	5-1-1943 to 22-1-1944	1 to 20	37	
432	—do—	550 (8)	Grant-Municipal Board, Sikandarabad. Payment of - to - to - towards Compulsory Primary Education for boys for 1942-43.	10-11-1942 to 19-11-1943	1 to 12	37	
433	—do—	550 (9)	Grant-Municipal Board, Aligarh. Payment of - to - to - towards Compulsory Primary Education for boys for 1942-43.	30-11-1942 to 3-9-1943	1 to 24	37	
434	—do—	550 (10)	Grant-Municipal Board, Hatharas. Payment of - to - to - towards Compulsory Primary Education for boys for 1942-43.	15-8-1942 to 30-8-1943	1 to 16	37	
435	—do—	550 (11)	Grant - Municipal Board, Mathura. Payment of - to - to - towards Compulsory Primary Education for boys for 1942-43.	11-11-1942 to 28-10-1943	1 to 16	37	

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Sl. No.	Department/ section	File No.	Description	Covering dates	pages	Box No.	Remark
1	2	3	4	5	6	7	8
436	Education B	550 (12)	Grant-Municipal Board, Brindaban. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	3-11-1942 to 18-11-1943	1 to 22	38	U. P. State Archives, Lucknow.
437	—do—	550 (13)	Grant-Municipal Board, Agra. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	1-7-1941 to 2-11-1943	1 to 28	38	
438	—do—	550 (14)	Grant-Municipal Board, Firozabad. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	25-11-1942 to 7-12-1943	1 to 10	38	
439	—do—	550 (15)	Grant-Municipal Board, Mainpuri. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	26-11-1942 to 16-2-1944	1 to 14	38	
440	—do—	550 (16)	Grant-Municipal Board, Sonron. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	3-11-1942 to 15-10-1943	1 to 16	38	
441	—do—	550 (17)	Grant-Municipal Board, Kasganj. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	22-8-1942 to 15-10-1943	1 to 20	38	
442	—do—	550 (18)	Grant-Municipal Board, Bareilly. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	6-10-1942 to 21-9-1943	1 to 16	38	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
443	Education	B 550 (19)	Grant-Municipal Board, Bijnor. Payment of - to-towards Compulsory Primary Education for boys for 1942-43	26-11-1942 to 11-1-1944	1 to 16	38	} U. P. State Archives, Lucknow.
444	—do—	550 (20)	Grant-Municipal Board, Badun. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	15-10-1942 to 2-12-1943	1 to 16	38	
445	—do—	550 (21)	Grant-Municipal Board, Moradabad. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	25-11-1942 to 16-1-1944	1 to 12	38	
446	—do—	550 (22)	Grant-Municipal Board, Kanpur. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	11-1-1943 to 8-2-1944	1 to 18	38	
447	—do—	550 (23)	Grant-Municipal Board, Allahabad. payment of-to-towards Compulsory Primary Education for boys for 1942-43.	15-1-1943 to 16-2-1944	1 to 26	38	
448	—do—	550 (24)	Grant-Municipal Board, Jhansi. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	25-1-1941 to 27-6-1944	1 to 18	38	
449	—do—	550 (25)	Grant-Municipal Board, Kanchi. payment of - to-towards Compulsory Primary Education for boys for 1942-43.	11-1-1943 to 3-3-1944	1 to 14	38	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
450	Education (B)	550 (26)	Grant-Municipal Board, Banaras. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	24-11-1942 to 23-5-1943	1 to 32	38	U. P. State Archives, Lucknow.
451	—do—	550 (27)	Grant-Municipal Board, Mirzapur. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	22-1-1943 to 19-2-1944	1 to 16	38	
452	—do—	550 (28)	Grant-Municipal Board, Ghazipur. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	11-1-1943 to 16-11-1943	1 to 18	39	
453	—do—	550 (29)	Grant-Municipal Board, Nainital. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	24-10-1942 to 2-11-1943	1 to 18	39	
454	—do—	550 (30)	Grant-Municipal Board, Kashi- pur. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	24-9-1942 to 5-11-1943	1 to 20	39	
455	—do—	550 (31)	Grant-Municipal Board, Lucknow. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	30-4-1942 to 2-2-1945	1 to 22	39	
456	—do—	550 (32)	Grant - Municipal Board, Unnao. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	3-2-1942 to 18-11-1942	1 to 16	39	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
457	Education B	550 (33)	Grant-Municipal Board, Sitapur. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	11-11-1942 to 1-12-1943	1 to 12	39	U. P. State Archives, Lucknow.
458	—do—	550 (34)	Grant-Municipal Board, Har-doi. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	11-11-1942 to 2-12-1943	1 to 16	39	
459	—do—	550 (35)	Grant-Municipal Board, Lak-himpur. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	7-11-1942 to 15-10-1943	1 to 16	39	
460	—do—	550 (36)	Grant-Municipal Board, Bal-rampur. Payment of - to-towards Compulsory Primary Education for boys for 1942-43.	15-12-1942 to 9-12-1943	1 to 16	39	
461	—do—	550 (37)	Grant-Municipal Board, Mir-zapur. Payment of - to-towards Compulsory Primary Education for girls for 1942-43.	16-10-1942 to 8-1-1943	1 to 24	39	
462	—do—	555 (38)	Grant-Municipal Board, Kan-pur. Payment of - to-towards Compulsory Primary Education for girls for 1942-43.	20-1-1943 to 23-11-1943	1 to 14	39	
463	—do—	550 (39)	Grant-Municipal Board, Ma-thura. Payment of - to-towards Compulsory Primary Education for girls for 1942-43.	10-12-1942 to 1-12-1943	1 to 18	39	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
464	Education B	614	Compulsory Primary Education for girls, Lucknow.	15-10-1942 to 18-12-1942	1 to 10	40	U. P. State Archives, Lucknow.
465	—do—	615	Budget estimates for grants to District Boards for Primary and Middle Education in 1943-44.	9-5-1942 to 17-12-1942	1 to 268	40	
466	—do—	620	Budget estimate for grants to Municipal Board for Primary Education in 1943-44.	25-4-1942 to 14-11-1942	1 to 20	40	
467	—do—	640	Model regulations under section 19 of U. P. Primary Education Act 1919—Amendments.	23-10-19-2 to 21-12-1943	1 to 58	41	
468	—do—	344	Payment of grants to Municipal Boards for Primary School stipend to scheduled caste children for 1943-44.	22-8-1942 to 30-9-1944	1 to 268	43	
469	—do—	476	Grants-District Board U. P. Payment of-to-for Primary Education 1943-44.	4-4-1942 to 21-3-1944	1 to 50	45	
470	—do—	476(1)	Payment of education grant for 1943-44 to the District Board, Dehradun.	3-4-1943 to 14-12-1944	1 to 38	45	
471	—do—	476(2)	Payment of education grant for 1943-44 to the District Board, Saharanpur.	3-4-1943 to 15-3-1945	1 to 30	45	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
472	Education B	476(3)	Payment of education grant for 1943-44 to the District Board, Muzaffarnagar.	3-4-1943 to 12-12-1944	1 to 42	45	} U. P. State Archives. Lucknow.
473	—do—	476(4)	Payment of education grant for 1943-44 to the District Board, Meerut.	3-4-1943 to 23-3-1945	1 to 30	45	
474	—do—	476(5)	Payment of education grant for 1943-44 to the District Board, Bulandshahr.	3-4-1943 to 27-12-1944	1 to 30	45	
475	—do—	476(6)	Payment of education grant for 1943-44 to the District Board, Aligarh.	3-4-1943 to 8-3-1945	1 to 30	45	
476	—do—	476(7)	Payment of education grant for 1943-44 to the District Board, Mathura.	3-4-1943 to 18-4-1945	1 to 32	45	
477	—do—	476(8)	Payment of education grant for 1943-44 to the District Board, Agra.	3-4-1943 to 25-4-1945	1 to 34	45	
478	—do—	476(9)	Payment of education grant for 1943-44 to the District Board, Mainpuri	3-4-1943 to 10-3-1945	1 to 32	45	
479	—do—	476(10)	Payment of education grant for 1943-44 to the District Board, Etah.	3-4-1943 to 20-1-1945	1 to 30	45	
480	—do—	476(11)	Payment of education grant for 1943-44 to the District Board, Bareilly.	3-4-1943 to 17-6-1944	1 to 18	45	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
481	Education B	476(12)	Payment of education grant for 1943-44 to the District Board, Etah.	3-4-1943 to 20-1-1945	1 to 30	45	U. P. State Archives, Lucknow
482	—do—	476(13)	Payment of education grant for 1943-44 to the District Board, Badaun.	3-4-1943 to 30-6-1944	1 to 24	45	
483	—do—	476(14)	Payment of education grant for 1943-44 to the District Board, Moradabad.	3-4-1943 to 10-7-1944	1 to 20	46	
484	—do—	476(15)	Payment of education grant for 1943-44 to the District Board, Shahjahanpur.	3-4-1943 to 21-7-1944	1 to 26	46	
485	—do—	476(16)	Payment of education grant for 1943-44 to the District Board, Pilibhit.	3-4-1943 to 25-7-1944	1 to 26	46	
486	—do—	476(17)	Payment of education grant for 1943-44 to the District Board, Farrukhabad.	3-4-1943 to 11-11-1944	1 to 30	46	
487	—do—	476(18)	Payment of education grant for 1943-44 to the District Board, Kanpur.	3-4-1943 to 14-4-1945	1 to 30	46	
488	—do—	476(19)	Payment of education grant for 1943-44 to the District Board, Fatehpur.	3-4-1943 to 26-3-1945	1 to 24	46	
489	—do—	476(20)	Payment of education grant for 1943-44 to the District Board, Etawah.	3-4-1943 to 9-7-1945	1 to 36	46	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
490	Education B	476(21)	Payment of education grant for 1943-44 to the District Board, Allahabad.	3-4-1943 to 23-9-1944	1 to 32	46	U. P. State Archives, Lucknow.
491	—do—	476(22)	Payment of education grant for 1943-44 to the District Board, Banda.	3-4-1943 to 4-9-1944	1 to 30	46	
492	—do—	476(23)	Payment of education grant for 1943-44 to the District Board, Hamirpur.	3-4-1943 to 10-11-1944	1 to 32	46	
493	—do—	476(24)	Payment of education grant for 1943-44 to the District Board, Jhansi.	3-4-1943 to 10-1-1945	1 to 30	46	
494	—do—	476(25)	Payment of education grant for 1943-44 to the District Board, Jalaun.	3-4-1943 to 4-9-1944	1 to 36	46	
495	—do—	476(26)	Payment of education grant for 1943-44 to the District Board, Banaras.	3-4-1943 to 9-12-1944	1 to 28	46	
496	—do—	476(27)	Payment of education grant for 1943-44 to the District Board, Mirzapur.	3-4-1943 to 22-7-1944	1 to 22	46	
497	—do—	476(28)	Payment of education grant for 1943-44 to the District Board, Jaunpur.	3-4-1943 to 7-9-1944	1 to 36	46	
498	—do—	476(29)	Payment of education grant for 1943-44 to the District Board, Ghazipur.	3-4-1943 to 25-7-1944	1 to 24	47	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
517	Education-B	476(48)	Payment of education grant for 1943-44 to the District Board, Barabanki.	3-4-1943 to 7-8-1944	1 to 20	48	U. P. State Archives, Lucknow.
518	—do—	483	Amendment to regulation 2 of the regulations made by Municipal Board Lucknow under section 19 of the U. P. Primary Education Act.	10-4-1943 to 14-6-1943	1 to 12	48	
519	—do—	550	Grants-Municipal Boards U. P. Payment of-to-for Primary Education in 1943-44	14-7-1943 to 27-7-1946	1 to 122	49	
520	—do—	550(1)	Payment of grant for Compulsory Primary Education for boys for 1943-44 to Municipal Board, Saharanpur.	18-11-1943 to 26-10-1944	1 to 12	49	
521	—do—	550(2)	Payment of grant for Compulsory Primary Education for boys for 1943-44 to Municipal Board, Roorkee.	23-11-1943 to 9-11-1944	1 to 14	49	
522	—do—	550(3)	Payment of grant for Compulsory Primary Education for boys for 1943-44 to Municipal Board, Muzaffarnagar.	11-12-1943 to 8-12-1944	1 to 16	49	
523	—do—	550(4)	Payment of grant for Compulsory Primary Education for boys for 1943-44 to Municipal Board, Meerut.	17-11-1943 to 24-10-1944	1 to 14	49	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
524	Education-B	550 5)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Ghazia- bad.	28-2-1944 to 30-9-1944	1 to 14	49	U. P. State Archives, Lucknow.
525	—do—	550(6)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Hapur.	21-10-1943 to 2-12-1944	1 to 16	49	
526	—do—	550(7)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Bulandshahr.	27-10-1943 to 17-11-1944	1 to 24	49	
527	—do—	550(8)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Sikandara- bad.	2-11-1943 to 9-11-1944	1 to 14	49	
528	—do—	550(9)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Aligarh.	18-8-1943 to 28-9-1945	1 to 34	49	
529	—do—	550(10)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Hathras.	12-8-1943 to 14-10-1944	1 to 20	49	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
499	Education-B	476(30)	Payment of education grant for 1943-44 to the District Board, Ballia.	3-4-1943 to 13-6-1944	1 to 24	47	U. P. State Archives, Lucknow.
500	—do—	476(31)	Payment of education grant for 1943-44 to the District Board, Gorakhpur.	3-4-1943 to 12-9-1944	1 to 32	47	
501	—do—	476(32)	Payment of education grant for 1943-44 to the District Board, Basti.	3-4-1943 to 8-9-1944	1 to 30	47	
502	—do—	476(33)	Payment of education grant for 1943-44 to the District Board, Azamgarh.	3-4-1943 to 12-7-1944	1 to 38	47	
503	—do—	476(34)	Payment of education grant for 1943-44 to the District Board, Nainital.	3-4-1943 to 25-7-1944	1 to 26	47	
504	—do—	476(35)	Payment of education grant for 1943-44 to the District Board, Almora.	3-4-1943 to 6-9-1944	1 to 26	47	
505	—do—	476(36)	Payment of education grant for 1943-44 to the District Board, Garhwal.	3-4-1943 to 27-10-1944	1 to 30	47	
506	—do—	476(37)	Payment of education grant for 1943-44 to the District Board, Lucknow.	3-4-1943 to 21-9-1944	1 to 28	47	
507	—do—	476(38)	Payment of education grant for 1943-44 to the District Board, Unnao.	3-4-1943 to 22-7-1944	1 to 52	47	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
508	Education-B	476(39)	Payment of education grant for 1943-44 to the District Board, Rae Bareli.	3-4-1943 to 27-7-1944	1 to 18	47	U. P. State Archives, Lucknow.
509	—do—	476(40)	Payment of education grant for 1943-44 to the District Board, Sitapur.	3-4-1943 to 24-10-1944	1 to 36	47	
510	—do—	476(41)	Payment of education grant for 1943-44 to the District Board, Hardoi.	8-4-1942 to 20-7-1943	1 to 26	48	
511	—do—	476(42)	Payment of education grant for 1943-44 to the District Board, Kheri.	3-4-1943 to 1-9-1944	1 to 28	48	
512	—do—	476(43)	Payment of education grant for 1943-44 to the District Board, Faizabad.	3-4-1943 to 19-12-1944	1 to 28	48	
513	—do—	476(44)	Payment of education grant for 1943-44 to the District Board, Gonda.	3-4-1943 to 10-11-1944	1 to 28	48	
514	—do—	476(45)	Payment of education grant for 1943-44 to the District Board, Bahraich.	3-4-1943 to 1-12-1944	1 to 28	48	
515	—do—	476(46)	Payment of education grant for 1943-44 to the District Board, Sultanpur.	3-4-1943 to 23-11-1944	1 to 30	48	
516	—do—	476(47)	Payment of education grant for 1943-44 to the District Board, Partapgarh.	3-4-1943 to 6-12-1944	1 to 30	48	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
530	Education-B	550(11)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Mathura.	7-8-1943 to 7-12-1944	1 to 16	50	} U. P. State Archives, Lucknow.
531	—do—	550(12)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Muni- cipal Board, Brindaban.	4-11-1943 to 6-12-1944	1 to 12	50	
532	—do—	550(13)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Agra.	25-2-1943 to 17-12-1944	1 to 22	50	
533	—do—	550(14)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Muni- cipal Board, Firozabad.	5-12-1942 to 7-12-1944	1 to 12	50	
534	—do—	550(15)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Mainpuri.	18-8-1943 to 4-2-1944	1 to 14	50	
535	—do—	550(16)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board Soron (Etah, District.)	18-9-1943 to 13-12-1944	1 to 20	50	
536	—do—	550(17)	Payment of grant for Com- pulsory Primary education for boys for 1943-44 to Municipal Board, Kasganj.	18-9-1943 to 9-11-1944	1 to 18	50	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
537	Education-B	550(18)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Bareilly.	2-9-1943 to 13-1-1945	1 to 18	50	U. P. State Archives. Lucknow.
538	—do—	550(19)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Bijnore.	5-12-1942 to 6-12-1944	1 to 18	50	
539	—do—	550(20)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Badaun.	13-1-1943 to 6-1-1945	1 to 14	50	
540	—do—	550(21)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Moradabad.	31-12-1943 to 30-11-1944	1 to 12	50	
541	—do—	550(22)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Kanpur.	22-1-1944 to 17-2-1945	1 to 16	50	
542	—do—	550(23)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal board, Allahabad.	1-2-1944 to 22-2-1945	1 to 16	50	
543	—do—	550(24)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Jhansi.	22-9-1942 to 1-12-1945	1 to 36	50	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
544	Education-B	550(25)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Konch.	12-2-1944 to 6-11-1944	1 to 18	50	U. P. State Archives. Lucknow.
545	—do—	550(26)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Banaras.	10-11-1944 to 26-1-1945	1 to 24	50	
546	—do—	550(27)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Mirzapur.	15-9-1943 to 4-12-1945	1 to 72	50	
547	—do—	550(28)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Ghazipur	22-8-1943 to 9-2-1945	1 to 22	50	
548	—do—	550(29)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Nainital.	21-10-1943 to 15-12-1944	1 to 20	51	
549	—do—	550(30)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Kashipur.	21-10-1943 to 22-2-1945	1 to 14	51	
550	—do—	550(31)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Lucknow.	19-11-1943 to 2-2-1945	1 to 16	51	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
551	Education-B	550(32)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Unnao.	2-11-1943 to 11-12-1944	1 to 16	51	} U. P. State Archives, Lucknow.
552	—do—	550(33)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Sitapur.	19-11-1943 to 25-11-1944	1 to 12	51	
553	—do—	550(34)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Hardoi.	19-11-1943 to 27-10-1944	1 to 12	51	
554	—do—	550(35)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Lakhimpur.	25-9-1943 to 8-2-1945	1 to 15	51	
555	—do—	550(36)	Payment of grant for Com- pulsory Primary Education for boys for 1943-44 to Municipal Board, Balrampur.	23-11-1943 to 5-5-1945	1 to 24	51	
556	—do—	550(37)	Payment of grant for Com- pulsory Primary Education for girls for 1943-44 to Municipal Board, Mirzapur.	18-11-1943 to 26-10-1944	1 to 18	51	
557	—do—	550(38)	Payment of grant for Com- pulsory Primary Education for girls for 1943-44 to Municipal Board, Kanpur.	13-11-1943 to 6-12-1944	1 to 14	51	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
558	Education-B	550(39)	Payment of grant for Compulsory Primary Education for girls for 1943-44 to Municipal Board, Mathura.	4-12-1943 to 30-11-1944	1 to 16	51	U. P. State Archives, Lucknow.
559	—do—	571	Budget provision for grant to Municipal Boards for Primary Education for 1944-45.	28-10-1943 to 22-4-1944	1 to 12	51	
560	—do—	343	Payment of grants to Municipal Boards for Primary School stipends to scheduled caste children for 1944-45.	2-7-1943 to 6-10-1945	1 to 280	54	
561	—do—	416	Application-Municipal Board, Ghazipur for a recurring grant of Rs. 3000/-p.a. for Primary Education.	3-9-1943 to 27-8-1945	1 to 65	57	
562	—do—	420(9)	Provision for the opening of Islamia schools and maktabas in the scheme of Compulsory Primary Education.	21-12-1943 to 16-11-1944	1 to 34	57	
563	—do—	476	Grants-District Board U.P. Payment of-(recurring) to-for education in 1944-45.	23-3-1944 to 23-3-1945	1 to 76	61	
564	—do—	476(1)	Payment of educational grant to District Board, Dehradun for 1944-45.	3-4-1944 to 12-7-1945	1 to 46	61	
565	—do—	476(2)	Payment of educational grant to District Board Saharanpur for 1944-45.	3-4-1944 to 21-7-1945	1 to 26	61	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
566	Education-B	476(3)	Payment of educational grant to District Board, Muzaffarnagar for 1944-45.	3-4-1944 to 10-8-1945	1 to 30	61	U. P. State Archives, Lucknow.
567	—do—	476(4)	Payment of educational grant to District Board, Meerut for 1944-45.	3-4-1944 to 10-8-1945	1 to 24	61	
568	—do—	476(5)	Payment of educational grant to District Board, Bulandshahr for 1944-45.	3-4-1944 to 14-9-1945	1 to 30	61	
569	—do—	476(6)	Payment of educational grant to District Board, Aligarh for 1944-45.	3-4-1944 to 14-9-1945	1 to 30	61	
570	—do—	476(7)	Payment of educational grant to District Board, Mathura for 1944-45.	3-4-1944 to 12-9-1945	1 to 29	61	
571	—do—	476(8)	Payment of educational grant to District Board, Agra for 1944-45.	3-4-1944 to 12-9-1945	1 to 26	61	
572	—do—	476(9)	Payment of educational grant to District Board, Mainpuri for 1944-45.	3-4-1944 to 14-9-1945	1 to 26	61	
573	—do—	476(10)	Payment of educational grant to District Board, Etah for 1944-45.	3-4-1944 to 27-9-1945	1 to 36	61	
574	—do—	476(11)	Payment of educational grant to District Board, Bareilly for 1944-45.	3-4-1944 to 30-7-1945	1 to 20	62	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
575	Education-B	476(12)	Payment of educational grant to District Board, Bijnor for 1944-45.	3-4-1944 to 2-7-1945	1 to 30	62	U. P. State Archives, Lucknow.
576	—do—	476(13)	Payment of educational grant to District Board, Badaun for 1944-45.	3-4-1944 to 12-7-1945	1 to 26	62	
577	—do—	476(14)	Payment of educational grant to District Board, Moradabad 1944-45.	3-4-1944 to 18-7-1945	1 to 18	62	
578	—do—	476(15)	Payment of educational grant to District Board, Shajahanpur for 1944-45.	3-4-1944 to 12-7-1945	1 to 26	62	
579	—do—	476(16)	Payment of educational grant to District Board, Pilibhit for 1944-45.	3-4-1944 to 14-8-1945	1 to 34	62	
580	—do—	476(17)	Payment of educational grant to District Board, Farrukhabad for 1944-45.	3-4-1944 to 7-8-1945	1 to 26	62	
581	—do—	476(18)	Payment of educational grant to District Board Kanpur, for 1944-45.	3-4-1944 to 27-8-1945	1 to 22	62	
582	—do—	476(19)	Payment of educational grant to District Board, Fatehpur for 1944-45.	3-4-1944 to 7-8-1945	1 to 28	62	
583	—do—	476(20)	Payment of educational grant to District Board, Etawah for 1944-45.	3-4-1944 to 14-8-1945	1 to 24	62	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
584	Education-B	476(21)	Payment of educational grant to District Board, Allahabad for 1944-45.	3-4-1944 to 28-8-1945	1 to 26	62	U. P. State Archives, Lucknow.
585	—do—	476(22)	Payment of educational grant to District Board, Banda for 1944-45.	3-4-1944 to 14-8-1945	1 to 28	62	
586	—do—	476(23)	Payment of educational grant to District Board, Hamirpur for 1944-45.	3-4-1944 to 24-8-1945	1 to 26	62	
587	—do—	476(24)	Payment of educational grant to District Board, Jhansi for 1944-45.	3-4-1944 to 10-8-1945	1 to 22	62	
588	—do—	476(25)	Payment of educational grant to District Board, Jalaun for 1944-45.	3-4-1944 to 10-8-1945	1 to 38	62	
589	—do—	476(26)	Payment of educational grant to District Board, Banaras for 1944-45.	3-4-1944 to 19-9-1945	1 to 46	63	
590	—do—	476(27)	Payment of educational grant to District Board, Mirzapur for 1944-45.	3-4-1944 to 30-5-1945.	1 to 26	63	
591	—do—	476(28)	Payment of educational grant to District Board, Jaunpur for 1944-45.	3-4-1944 to 25-8-1945	1 to 38	63	
592	—do—	476(29)	Payment of educational grant to District Board, Ghazipur for 1944-45.	3-4-1944 to 10-8-1945	1 to 22	63	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
593	Education-B	476(30)	Payment of educational grant to District Board, Ballia for 1944-45.	3-4-1944 to 12-9-1945	1 to 26	63	} U. P. State Archives, Lucknow.
594	—do—	476(31)	Payment of educational grant to District Board, Gorakhpur for 1944-45.	3-4-1944 to 21-6-1945	1 to 26	63	
595	—do—	476(32)	Payment of educational grant to District Board, Basti for 1944-45.	3-4-1944 to 12-7-1945	1 to 32	63	
596	—do—	476(33)	Payment of educational grant to District Board, Azamgarh for 1944-45.	3-4-1944 to 1-8-1945	1 to 34	63	
597	—do—	476(34)	Payment of educational grant to District Board, Nainital for 1944-45.	3-4-1944 to 4-8-1945.	1 to 28	63	
598	—do—	476(35)	Payment of educational grant to District Board, Almora for 1944-45.	3-4-1944 to 4-8-1945	1 to 26	63	
599	—do—	476(36)	Payment of educational grant to District Board, Garhwal for 1944-45.	3-4-1944 to 15-8-1945	1 to 40	63	
600	—do—	476(37)	Payment of educational grant to District Board, Lucknow for 1944-45.	3-4-1944 to 27-7-1945	1 to 20	63	
601	—do—	476(38)	Payment of educational grant to District Board, Unnao for 1944-45.	3-4-1944 to 12-7-1945	1 to 28	63	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
602	Education-B	476(39)	Payment of educational grant to District Board, Bareilly for 1944-45.	3-4-1944 to 11-9-1945	1 to 42	63	U. P. State Archives, Lucknow.
603	—do—	476(40)	Payment of educational grant to District Board, Sitapur for 1944-45.	3-4-1944 to 30-6-1945	1 to 34	63	
604	—do—	476(41)	Payment of educational grant to District Board, Hardoi for 1944-45.	3-4-1944 to 3-7-1945	1 to 30	64	
605	—do—	476(42)	Payment of educational grant to District Board, Kheri for 1944-45.	3-4-1944 to 9-7-1945	1 to 26	64	
606	—do—	476(43)	Payment of educational grant to District Board, Faizabad for 1944-45.	3-4-1944 to 1-8-1945	1 to 26	64	
607	—do—	476(44)	Payment of educational grant to District Board, Gonda for 1944-45.	3-4-1944 to 2-8-1945	1 to 24	64	
608	—do—	476(45)	Payment of educational grant to District Board, Bahraich for 1944-45.	3-4-1944 to 12-9-1945	1 to 32	64	
609	—do—	476(46)	Payment of educational grant to District Board, Sultanpur for 1944-45.	3-4-1944 to 1-8-1945	1 to 26	64	
610	—do—	476(47)	Payment of educational grant to District Board, Partapgarh for 1944-45.	3-4-1944 to 4-9-1945	1 to 30	64	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
611	Education-B	550	Payment of grants to the Municipal Boards, U.P. for Primary Education for the year 1944-45.	18-7-1944 to 26-7-1945	1 to 222	65	U. P. State Archives, Lucknow.
612	—do—	550(1)	Payment of grants to the Municipal Board, Saharanpur for 1944-45 for Compulsory Primary Education for boys.	6-10-1944 to 8-1-1946	1 to 16	66	
613	—do—	550(2)	Payment of grants to the Municipal Board, Roorkee for 1944-45 for Compulsory Primary Education for boys.	14-10-1944 to 8-1-1946	1 to 14	66	
614	—do—	550(3)	Payment of grants to the Municipal Board, Muzaffarnagar for 1944-45 for Compulsory Primary Education for boys.	25-11-1944 to 20-11-1946	1 to 14	66	
615	—do—	550(5)	Payment of grants to the Municipal Board, Ghaziabad for 1944-45 for Compulsory Primary Education for boys.	13-9-1944 to 5-4-1946	1 to 13	66	
616	—do—	550(6)	Payment of grants to the Municipal Board, Hapur for 1944-45 for Compulsory Primary Education for boys.	10-11-1944 to 5-4-1946	1 to 12	66	
617	—do—	550(7)	Payment of grants to the Municipal Board, Bulandshahr for 1944-45 for Compulsory Primary Education for boys.	14-10-1944 to 5-4-1946	1 to 22	66	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
618	Education-B	550(8)	Payment of grants to the Municipal Board, Sikandara-bad for 1944-45 for Compulsory Primary Education for boys.	14-10-1944 to 8-1-1946	1 to 14	66	U. P. State Archives, Lucknow.
619	—do—	550(9)	Payment of grants to the Municipal Board, Aligarh for 1944-45 for Compulsory Primary Education for boys.	24-11-1944 to 13-2-1946	1 to 18	66	
620	—do—	550(10)	Payment of grants to the Municipal Board, Hathras for 1944-45 for Compulsory Primary Education for boys.	24-11-1944 to 29-4-1946	1 to 14	66	
621	—do—	550(11)	Payment of the Municipal Board, Mathura for 1944-45 for Compulsory Primary Education for boys.	14-11-1944 to 12-1-1946	1 to 14	66	
622	—do—	550(12)	Payment of grants to the Municipal Board, Brindaban for 1944-45 for Compulsory Primary Education for boys	6-11-1944 to 12-11-1945	1 to 14	66	
623	—do—	550(13)	Payment of grants to the Municipal Board, Agra for 1944-45 for Compulsory Primary Education for boys.	24-11-1944 to 25-1-1946	1 to 30	66	
624	—do—	550(14)	Payment of grants to the Municipal Board, Firozabad for 1944-45 for Compulsory Primary Education for boys.	7-11-1944 to 6-4-1946	1 to 10	66	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
625	Education-B	550(15)	Payment of grant to the Municipal Board, Mainpuri for 1944-45 for Compulsory Primary Education for boys.	17-10-1944 to 23-2-1946	1 to 12	66	} U. P. State Archives, Lucknow.
626	—do—	550(16)	Payment of grant to the Municipal Board, Soron for 1944-45 for Compulsory Pri- mary Education for boys.	21-10-1944 to 8-1-1946	1 to 14	66	
627	—do—	550(17)	Payment of grant to the Municipal Board, Kasgang (Etah) for 1944-45 for Com- pulsory Primary Education for boys.	18-10-1944 to 21-12-1945	1 to 14	66	
628	—do—	550(18)	Payment of grant to the Municipal Board, Bareilly for 1944-45 for Compulsory Pri- mary Education for boys.	4-2-1942 to 21-12-1945	1 to 40	66	
629	—do—	550(19)	Payment of grant to the Municipal Board, Bijnor for 1944-45 for Compulsory Pri- mary Education for boys.	10-11-1944 to 17-11-1945	1 to 20	66	
630	—do—	550(20)	Payment of grant to the Municipal Board, Badaun for 1944-45 for Compulsory Pri- mary Education for boys.	24-11-1944 to 23-5-1946	1 to 16	66	
631	—do—	550(21)	Payment of grant to the Municipal Board, Moradabad for 1944-45 for Compulsory Primary Education for boys.	11-11-1944 to 20-10-1945	1 to 14	66	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
632	Education-B	550(22)	Payment of grant to the Municipal Board, Kanpur for 1944-45 for Compulsory Primary Education for boys.	7-2-1944 to 3-1-1946	1 to 12	66	U. P. State Archives, Lucknow.
633	—do—	550(23)	Payment of grant to the Municipal Board, Allahabad for 1944-45 for Compulsory Primary Education for boys.	16-1-1945 to 20-12-1945	1 to 18	67	
634	—do—	550(25)	Payment of grant to the Municipal Board, Konch for 1944-45 for Compulsory Primary Education for boys.	6-10-1944 to 5-4-1946	1 to 14	67	
635	—do—	550(27)	Payment of grant to the Municipal Board, Mirzapur for 1944-45 for Compulsory Primary Education for boys.	6-2-1945 to 8-1-1946	1 to 16	67	
636	—do—	550(28)	Payment of grant to the Municipal Board, Ghazipur for 1944-45 for Compulsory Primary Education for boys.	19-1-1945 to 8-1-1946	1 to 12	67	
637	—do—	550(29)	Payment of grant to the Municipal Board, Nainital for 1944-45 for Compulsory Primary Education for boys.	24-11-1944 to 24-1-1946	1 to 12	67	
638	—do—	550(30)	Payment of grant to the Municipal Board, Kashipur for 1944-45 for Compulsory Primary Education for boys.	30-1-1945 to 4-1-1946	1 to 14	67	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
639	Education-B	550(31)	Payment of grant to the Municipal Board, Lucknow for 1944-45 for Compulsory Primary Education for boys.	17-11-1944 to 11-4-1946	1 to 28	67	} U. P. State Archives, Lucknow
638	—do—	550(32)	Payment of grant to the Municipal Board, Unnao for 1944-45 for Compulsory Primary Education for boys.	17-11-1944 to 19-12-1945	1 to 14	67	
639	—do—	550(33)	Payment of grant to the Municipal Board, Sitapur for 1944-45 for Compulsory Primary Education for boys.	17-11-1944 to 16-2-1946	1 to 20	67	
640	—do—	550(34)	Payment of grant to the Municipal Board, Hardoi for 1944-45 for Compulsory Primary Education for boys.	11-10-1944 to 3-11-1945	1 to 10	67	
641	—do—	550(35)	Payment of grant to the Municipal Board, Lakhimpur for 1944-45 for Compulsory Primary Education for boys.	5-12-1944 to 28-12-1945	1 to 18	67	
642	—do—	550(36)	Payment of grant to the Municipal Board, Balrampur for 1944-45 for Compulsory Primary Education for boys.	11-11-1944 to 7-1-1946	1 to 12	67	
643	—do—	550(37)	Payment of grant to the Municipal Board, Mirzapur for 1944-45 for Compulsory Primary Education for boys.	28-12-1943 to 8-12-1945	1 to 18	67	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
644	Education-B	550(38)	Payment of grant to the Municipal Board, Kanpur for 1944-45 for Compulsory Primary Education for boys.	7-11-1944 to 12-1-1946	1 to 12	67	} U. P. State Archives. Lucknow.
645	—do—	550(39)	Payment of grant to the Municipal Board, Mathura for 1944-45 for Compulsory Primary Education for girls.	11-12-1944 to 14-2-1946	1 to 24	67	
646	—do—	577	Payment of recurring grant of Rs. 3330/- for Primary Education during 1944-45	7-8-1937 to 22-8-1946	1 to 20	67	
647	—do—	590(2)	Post war reconstruction schemes in the Education Department. Introduction of Compulsory Primary Education for boys and girls in selected areas.	30-10-1944 to 16-4-1946	1 to 196	68	
648	—do—	638	Revised scheme for Compulsory Primary Education for boys in Ghaziabad municipality.	9-12-1944 to 19-11-1946	1 to 52	69	
549	—do—	651	Revised scheme for Compulsory Primary Education for boys in the Saharanpur municipality.	14-12-1944 to 12-6-1946	1 to 66	69	
650	Education-A	915	Supply of sprouted gram and milk as mid-day meal to the students of Primary and Middle School at Allahabad.	26-7-1945 to 25-8-1945	1 to 8	332	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
651	Education-B	353	Payment of grants to Municipal Boards for Primary School Stipends to scheduled class children for 1945-46.	9-11-1945 to 19-3-1948	1 to 64	72	U. P. State Archives, Lucknow.
652	—do—	408(4)	Post war reconstruction scheme in the education-opening of 200 Primary Basic Schools.	23-2-1945 to 28-9-1950	1 to 368	73	
653	—do—	416	Revision of scheme for Compulsory Primary Education for boys in the Konch municipality.	24-1-1945 to 8-2-1946	1 to 28	74	
654	—do—	441	Revised scheme for Compulsory Primary Education for boys in Unnao municipality.	9-12-1942 to 24-3-1947	1 to 58	75	
655	—do—	462	Revised scheme of Compulsory Primary Education for boys in Baldeo Town, District Mathura.	16-2-1942 to 29-1-1948	1 to 172	75	
656	—do—	476(1)	Payment of educational grant for 1945-46 to District Board, Dehradun.	10-4-1945 to 27-2-1946	1 to 36	76	
657	—do—	476(2)	Payment of educational grant for 1945-46 to District Board, Saharanpur.	10-4-1945 to 3-7-1946	1 to 24	76	
658	—do—	476(3)	Payment of educational grant for 1945-46 to District Board, Muzaffarnagar.	10-4-1945 to 13-7-1946	1 to 26	76	
659	—do—	476(4)	Payment of educational grant for 1945-46 to District Board, Meerut.	10-4-1945 to 16-7-1946	1 to 26	76	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
660	Education-B	476(5)	Payment of educational grant for 1945-46 to District Board, Bulandshahr.	10-4-1945 to 17-7-1946	1 to 28	76	U. P. State Archives, Lucknow.
661	—do—	476(7)	Payment of educational grant for 1945-46 to District Board, Mathura.	10-4-1945 to 7-12-1946	1 to 32	76	
662	—do—	476(8)	Payment of educational grant for 1945-46 to District Board, Agra.	10-4-1945 to 28-11-1946	1 to 32	76	
663	—do—	476(9)	Payment of educational grant for 1945-46 to District Board, Mainpuri.	10-4-1945 to 11-12-1946	1 to 28	76	
664	—do—	476(11)	Payment of educational grant for 1945-46 to District Board, Bareilly.	10-4-1945 to 19-9-1946	1 to 22	76	
665	—do—	476(12)	Payment of educational grant for 1945-46 to District Board, Bijnor.	10-4-1945 to 25-7-1946	1 to 26	76	
666	—do—	476(13)	payment of educational grant for 1945-46 to District Board, Badaun.	10-4-1945 to 7-9-1946	1 to 26	76	
667	—do—	476(14)	Payment of educational grant for 1945-46 to District Board, Moradabad.	10-4-1945 to 19-9-1946	1 to 24	76	
668	—do—	476(15)	Payment of educational grant for 1945-46 to District Board, Shahjahanpur.	10-4-1945 to 9-9-1946	1 to 30	76	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
669	Education-B	476(16)	Payment of educational grant for 1945-46 to District Board, Pilibhit.	10-4-1945 to 25-7-1946	1 to 30	76	U. P. State Archives, Lucknow.
670	—do—	476(18)	Payment of educational grant for 1945-46 to District Board, Kanpur.	10-4-1945 to 16-7-1946	1 to 28	77	
671	—do—	476(19)	Payment of educational grant for 1945-46 to District Board, Fatehpur.	10-4-1945 to 30-5-1946	1 to 30	77	
672	—do—	476(20)	Payment of educational grant for 1945-46 to District Board, Etawah.	10-4-1945 to 30-5-1946	1 to 24	77	
673	—do—	476(21)	Payment of educational grant for 1945-46 to District Board, Allahabad.	21-4-1938 to 27-7-1946	1 to 58	77	
674	—do—	476(22)	Payment of educational grant for 1945-46 to District Board, Banda.	10-4-1945 to 16-7-1946	1 to 24	77	
675	—do—	476(23)	Payment of educational grant for 1945-46 to District Board, Hamirpur.	27-7-1945 to 8-7-1946	1 to 28	77	
676	—do—	476(24)	Payment of educational grant for 1945-46 to District Board, Jhansi.	10-4-1945 to 8-7-1946	1 to 24	77	
677	—do—	476(25)	Payment of educational grant for 1945-46 to District Board, Jalaun.	25-6-1945 to 28-8-1946	1 to 32	77	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
677	Education-B	476(26)	Payment of educational grant for 1945-46 to District Board, Banaras.	10-4-1945 to 30-10-1946	1 to 30	77	U. P. State Archives, Lucknow.
678	—do—	476(27)	Payment of educational grant for 1945-46 to District Board, Mirzapur.	15-5-1945 to 9-5-1946	1 to 26	77	
679	—do—	476(28)	Payment of educational grant for 1945-46 to District Board, Jaunpur.	10-4-1945 to 30-10-1946	1 to 26	77	
680	—do—	476(30)	Payment of educational grant for 1945-46 to District Board, Ballia.	10-4-1945 to 26-9-1946	1 to 24	77	
681	—do—	476(31)	Payment of educational grant for 1945-46 to District Board, Gorakhpur.	10-4-1945 to 8-7-1946	1 to 30	78	
682	—do—	476(32)	Payment of educational grant for 1945-46 to District Board, Basti.	10-4-1945 to 6-6-1946.	1 to 28	78	
683	—do—	476(37)	Payment of educational grant for 1945-46 to District Board, Lucknow.	17-9-1945 to 20-7-1946	1 to 84	78	
684	—do—	476(38)	Payment of educational grant for 1945-46 to District Board, Unnao.	10-4-1945 to 19-7-1946	1 to 30	78	
685	—do—	476(39)	Payment of educational grant for 1945-46 to District Board, Rae Bareli.	10-4-1945 to 16-7-1946	1 to 22	78	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
686	Education-B	476(41)	Payment of educational grant for 1945-46 to District Board, Hardoi.	10-4-1945 to 16-7-1946	1 to 28	78	U. P. State Archives, Lucknow.
687	—do—	476(42)	Payment of educational grant for 1945-46 to District Board, Kheri.	10-4-1945 to 16-7-1946	1 to 30	78	
688	—do—	476(43)	Payment of educational grant for 1945-46 to District Board, Faizabad.	10-4-1945 to 14-5-1946	1 to 28	78	
689	—do—	476(44)	Payment of educational grant for 1945-46 to District Board, Gonda.	10-4-1945 to 6-7-1946	1 to 24	78	
690	—do—	476(45)	Payment of educational grant for 1945-46 to District Board, Bahraich.	10-4-1945 to 16-7-1946	1 to 24	78	
691	—do—	476(46)	Payment of educational grant for 1945-46 to District Board, Sultanpur.	10-4-1945 to 14-5-1946	1 to 26	78	
692	—do—	476(48)	Payment of educational grant for 1945-46 to District Board, Barabanki.	10-4-1945 to 14-5-1946	1 to 26	78	
693	—do—	509	Revision of scheme of Compulsory Primary Education for boys in Hapur municipality.	23-5-1946 to 13-1-1948	1 to 28	80	
694	—do—	523	Payment of grants to District Boards, for contingencies of basic classes in Primary Schools for 1945-46.	3-7-1945 to 9-4-1946	1 to 26	80	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
695	Education-B	550	Payment of grants to Municipal Board U. P. for Primary Education during the year 1945-46.	11-8-1945 to 19-10-1946	1 to 334	80	U. P. State Archives, Lucknow.
696	—do—	550(2)	Payment of grants to Municipal Board, Roorkee for Compulsory Primary Education for 1945-46.	19-12-1945 to 12-12-1946	1 to 10	81	
697	—do—	550(3)	Payment of grants to Municipal Board, Muzaffarnagar for Compulsory Primary Education for 1945-46.	19-12-1945 to 9-6-1947	1 to 14	81	
698	—do—	550(4)	Payment of grants to Municipal Board, Meerut for Compulsory Primary Education for 1945-46	6-3-1946 to 25-3-1947	1 to 10	81	
699	—do—	550(5)	Payment of grants to Municipal Board, Ghaziabad for Compulsory Primary Education for 1945-46.	16-3-1945 to 1-2-1947	1 to 14	81	
700	—do—	550(6)	Payment of grants to Municipal Board, Hapur for Compulsory Primary Education for 1945-46.	29-1-1945 to 12-3-1947	1 to 22	81	
701	—do—	550(7)	Payment of grants to Municipal Boards, Bulandshahr for Compulsory Primary Education for 1945-46.	14-4-1946 to 6-2-1947	1 to 16	81	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
702	Education-B	550(8)	Payment of grants to Municipal Board, Sikandarabad for Compulsory Primary Education for 1945-46.	19-12-1945 to 14-3-1947	1 to 12	81	U. P. State Archives. Lucknow.
703	—do—	550(9)	Payment of grants to Municipal Board, Aligarh for Compulsory Primary Education for 1945-46.	8-12-1944 to 21-1-1947	1 to 14	81	
704	—do—	550(10)	Payment of grants to Municipal Board, Hathras for Compulsory Primary Education for boys for 1945-46.	24-3-1945 to 30-5-1946	1 to 24	81	
705	—do—	550(11)	Payment of grants to Municipal Board, Mathura for Compulsory Primary Education for boys for 1945-46.	12-1-1945 to 14-3-1947	1 to 16	81	
706	—do—	550(12)	Payment of grants to Municipal Board, Brindaban for Compulsory Primary Education for boys for 1945-46.	24-10-1945 to 6-3-1946	1 to 14	81	
707	—do—	550(13)	Payment of grants to Municipal Board, Agra for Compulsory Primary Education for 1945-46.	28-11-1945 to 22-2-1946	1 to 14	81	
708	—do—	550(14)	Payment of grants to Municipal Board, Firozabad for Compulsory Primary Education for boys for 1945-46.	6-3-1945 to 13-3-1947	1 to 10	81	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
709	Education-B	550(15)	Payment of grants to Municipal Board, Mainpuri for Compulsory Primary Education for boys for 1945-46.	13-2-1946 to 12-4-1946	1 to 12	81	U. P. State Archives, Lucknow.
710	—do—	550(16)	Payment of grants to Municipal Board, Soron for Compulsory Primary Education for boys for 1945-46.	Nov-1945 to 19-12-1945	1 to 10	82	
711	—do—	550(17)	Payment of grants to Municipal Board, Kasganj for Compulsory Primary Education for boys for 1945-46.	13-1-1945 to 13-3-1947	1 to 16	82	
712	—do—	550(18)	Payment of grants to Municipal Board, Bareilly for Compulsory Primary Education for boys for 1945-46.	Nov-1945 to 23-10-1946	1 to 12	82	
713	—do—	550(19)	Payment of grants to Municipal Board, Bijnor for Compulsory Primary Education for boys for 1945-46.	13-1-1945 to 12-3-1947	1 to 16	82	
714	—do—	550(20)	Payment of grants to Municipal Board, Badaun for Compulsory Primary Education for boys for 1945-46.	8-2-1946 to 14-3-1947	1 to 18	82	
715	—do—	550(21)	Payment of grants to Municipal Board, Moradabad for Compulsory Primary Education for boys for 1945-46.	13-1-1945 to 17-10-1946	1 to 16	82	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
716	Education-B	550(22)	Payment of grants to Municipal Board, Kanpur for Compulsory Primary Education for boys for 1945-46.	11-12-1945 to 20-10-1947	1 to 30	82	U. P. State Archives, Lucknow.
717	—do—	550(23)	Payment of grants to Municipal Board, Allahabad for Compulsory Primary Education for boys for 1945-46.	11-12-1945 to 26-8-1947	1 to 28	82	
718	—do—	550(25)	Payment of grants to Municipal Board, Konch for Compulsory Primary Education for boys for 1945-46.	22-3-1945 to 18-2-1947	1 to 14	82	
719	—do—	550(26)	Payment of grants to Municipal Board, Banaras for Compulsory Primary Education for boys for 1945-46.	1-11-1945 to 14-3-1947	1 to 28	82	
720	—do—	550(27)	Payment of grants to Municipal Board, Mirzapur for Compulsory Primary Education for boys for 1945-46.	20-12-1945 to 21-3-1947	1 to 18	82	
721	—do—	550(28)	Payment of grants to Municipal Board, Ghazipur for Compulsory Primary Education for boys for 1945-46.	13-1-1945 to 22-3-1947	1 to 20	82	
722	—do—	550(29)	Payment of grants to Municipal Board, Nainital for Compulsory Primary Education for boys for 1945-46.	10-1-1946 to 9-12-1946	1 to 16	82	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
723	Education-B	550(30)	Payment of grants to Municipal Board, Kashipur for Compulsory Primary Education for boys for 1945-46.	19-12-1945 to 4-2-1947	1 to 18	82	U. P. State Archives, Lucknow.
724	—do—	550(31)	Payment of grants to Municipal Board, Lucknow for Compulsory Primary Education for boys for 1945-46.	21-12-1945 to 17-9-1947	1 to 18	82	
725	—do—	550(33)	Payment of grants to Municipal Board, Sitapur for Compulsory Primary Education for boys for 1945-46.	1-2-1945 to 25-11-1946	1 to 16	83	
726	—do—	550(34)	Payment of grants to Municipal Board, Hardoi for Compulsory Primary Education for boys for 1945-46.	31-10-1944 to 26-10-1945	1 to 16	83	
727	—do—	550(35)	Payment of grants to Municipal Board, Lakhimpur for Compulsory Primary Education for boys for 1945-46.	20-12-1945 to 14-3-1947	1 to 16	83	
728	—do—	550(36)	Payment of grants to Municipal Board, Balrampur for Compulsory Primary Education for boys for 1945-46.	24-12-1945 to 9-1-1947	1 to 12	83	
729	—do—	550(39)	Payment of grants to Municipal Board, Mathura for Compulsory Primary Education for girls for 1945-46.	15-2-1946 to 25-9-1947	1 to 16	83	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
730	Education-B	618	Budget estimates for grants to Municipal Board for Primary Education for boys and girls for 1946-47.	12-10-1945 to 28-11-1945	1 to 14	84	U. P. State Archives, Lucknow.
731	—do—	488	Opening of 200 Primary Basic Schools for girls selected as backward in girl education.	23-4-1946 to 7-12-1953	1 to 332	88	
732	—do—	550	Payment of grants to Municipal Board, United Provinces for Primary Education during the year 1946-47.	6-7-1945 to 3-3-1948	1 to 30	88	
733	—do—	550(1)	Payment of grants to Municipal Board, Saharanpur for Compulsory Primary Education for boys during the year 1946-47.	30-1-1947 to 18-3-1948	1 to 16	88	
734	—do—	550(3)	Payment of grants to Municipal Board, Muzaffarnagar for Compulsory Primary Education for boys during the year 1946-47.	25-1-1947 to 15-3-1948	1 to 16	88	
735	—do—	550(6)	Payment of grants to Municipal Board, Hapur for Compulsory Primary Education for boys during the year 1946-47.	26-2-1947 to 10-3-1948	1 to 18	88	
736	—do—	550(12)	Payment of grants to Municipal Board, Brindaban for Compulsory Primary Education for boys for 1946-47.	28-2-1947 to 18-2-1948	1 to 14	88	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
737	Education-B	550(13)	Payment of grants to Municipal Board, Agra for Compulsory Primary Education for boys during the year 1946-47.	12-3-1947 to 17-3-1947	1 to 10	88	U. P. State Archives, Lucknow.
738	—do—	550(18)	Payment of grants to Municipal Board, Bareilly for Compulsory Primary Education for boys during the year 1946-47.	23-10-1946 to 15-5-1948	1 to 12	89	
739	—do—	550(19)	Payment of grants to Municipal Board, Bijnor for Compulsory Primary Education for boys during the year 1946-47.	12-3-1947 to 18-3-1947	1 to 10	89	
740	—do—	550(23)	Payment of grants to Municipal Board, Allahabad for Compulsory Primary Education for boys during the year 1946-47.	26-2-1948 to 4-5-1954	1 to 84	89	
741	—do—	550(26)	Payment of grants to Municipal Board, Banaras for Compulsory Primary Education for boys during the year 1946-47.	6-3-1947 to 14-3-1947	1 to 8	89	
742	—do—	550(29)	Payment of grants to Municipal Board, Nainital for Compulsory Primary Education for boys during the year 1946-47.	9-12-1946 to 11-3-1948	1 to 18	89	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
743	Education-B	550(31)	Payment of grants to Municipal Board, Lucknow for Compulsory Primary Education for boys during the year 1946-47.	15-3-1947 to 22-3-1947	1 to 10	89	U. P. State Archives, Lucknow.
744	—do—	550(32)	Payment of grants to Municipal Board, Unnao for Compulsory Primary Education for boys during the year 1946-47.	14-3-1947 to 21-3-1947	1 to 10	89	
745	—do—	550(35)	Payment of grants to Municipal Board, Lakhimpur for Compulsory Primary Education for boys during the year 1946-47.	14-3-1947 to 27.2-1948	1 to 14	89	
746	—do—	550(36)	Payment of grants to Municipal Board, Balrampur for Compulsory Primary Education for boys during the year 1946-47.	9-12-1946 to 2-3-1948	1 to 12	89	
747	—do—	550(37)	Payment of grants to Municipal Board, Mirzapur for Compulsory Primary Education for boys during the year 1946-47.	14-12-1946 to 11-3-1948	1 to 16	89	
748	—do—	562	Compulsory Primary Education for boys in the Agra Municipal Board.	28-3-1946 to 31-10-1946	1 to 24	89	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
749	Education-B	633	Conversion of ordinary Primary School for boys maintained by Municipal Boards into Basic Schools.	29-6-1942 to 4-5-1955	1 to 574	92	U. P. State Archives, Lucknow.
750	—do—	637	Conversion of ordinary Primary Schools maintained by the District Boards in Basic Schools.	27-10-1946 to 30-8-1957	1 to 546	93	
751	—do—	706	Opening of 2,200 Basic Primary Schools every year.	7-11-1946 to 1-6-1948	1 to 258	94	
752	—do—	706(A)	Provision of funds for the new Primary Schools to be opened in the Ist year (1947-48) under the new scheme of expansion of Primary Education.	22-11-1946 to 21-6-1948	1 to 86	94	
753	—do—	708	Construction of Primary School buildings.	22-11-1946 to 1-12-1955	1 to 626	95	
754	—do—	632	Extension of Compulsory Primary Education for boys in Kanpur, Banaras, Agra and Pilibhit municipalities.	28-9-1946 to 2-9-1958	1 to 144	136	
755	—do—	1100	Payment of educational grant to District Board, during 1947-48.	18-4-1947 to 23-3-1950	1 to 314	104	
756	—do—	1100(3)	Payment of educational grant for 1947-48 to District Board, Muzaffarnagar.	18-4-1947 to 26-11-1947	1 to 10	104	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
757	Education-B	1100(4)	Payment of educational grant for 1947-48 to District Board, Meerut.	18-4-1947 to 26-11-1947	1 to 10	104	U. P. State Archives. Lucknow.
758	—do—	1100(5)	Payment of educational grant for 1947-48 to District Board, Bulandshahr.	18-4-1947 to 26-11-1947	1 to 10	104	
759	—do—	1100(6)	Payment of educational grant for 1947-48 to District Board, Aligarh.	18-4-1947 to 26-11-1947	1 to 10	104	
760	—do—	1100(7)	Payment of educational grant for 1947-48 to District Board, Mathura.	18-4-1947 to 26-11-1947	1 to 10	104	
761	—do—	1100(9)	Payment of educational grant for 1947-48 to District Board, Mainpuri.	18-4-1947 to 26-11-1947	1 to 10	104	
762	—do—	1100(10)	Payment of educational grant for 1947-48 to District Board, Etah.	18-4-1947 to 26-11-1947	1 to 10	104	
763	—do—	1100(11)	Payment of educational grant for 1947-48 to District Board, Bareilly.	18-4-1947 to 18-2-1949	1 to 18	104	
764	—do—	1100(12)	Payment of educational grant for 1947-48 to District Board, Bijnor.	18-4-1947 to 26-11-1947	1 to 10	104	
765	—do—	1100(13)	Payment of educational grant for 1947-48 to District Board, Badaun.	18-4-1947 to 27-11-1947	1 to 10	104	

Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
766	Education-B	1100(14)	Payment of educational grant for 1947-48 to District Board, Moradabad.	18-4-1947 to 6-3-1948	1 to 18	104	U. P. State Archives, Lucknow.
767	—do—	1100(15)	Payment of educational grant for 1947-48 to District Board, Shahjahanpur.	18-4-1947 to 26-11-1947	1 to 10	105	
768	—do—	1100(16)	Payment of educational grant for 1947-48 to District Board, Pilibhit.	18-4-1947 to 26-11-1947	1 to 10	105	
769	—do—	1100(17)	Payment of educational grant for 1947-48 to District Board, Farukhabad.	18-4-1947 to 26-11-1947	1 to 10	105	
770	—do—	1100(18)	Payment of educational grant for 1947-48 to District Board, Kanpur.	18-4-1947 to 29-1-1948	1 to 30	105	
771	—do—	1100(19)	Payment of educational grant for 1947-48 to District Board, Fatehpur.	18-4-1947 to 26-11-1947	1 to 10	105	
772	—do—	1100(20)	Payment of educational grant for 1947-48 to District Board, Etawah.	18-4-1947 to 26-11-1947	1 to 10	105	
773	—do—	1100(21)	Payment of educational grant for 1947-48 to District Board, Allahabad.	18-4-1947 to 29-11-1947	1 to 18	105	
774	—do—	1100(22)	Payment of educational grant for 1947-48 to District Board, Banda.	18-4-1947 to 11-12-1947	1 to 20	105	

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Sl. No.	Department/ section	File No.	Description	Covering dates	No. of pages	Box No.	Remark
1	2	3	4	5	6	7	8
775	Education-B	1100(28)	Payment of educational grant for 1947-48 to District Board, Jaunpur.	24-1-1948 to 31-5-1949	1 to 42	105	}
776	—do—	1101(1)	Payment of grant to Municipal U. P. for Primary Education for 1947-48.	10-12-1947 to 20-6-1952	1 to 76	105	
777	—do—	1219	Planning for 4,400 new Primary Schools to be opened from July 1948 under Primary Education Expansion Scheme.	21-6-1947 to 15-12-1948	1 to 42	110	
778	—do—	1234	Budget estimates for the grants to District Board for Primary and Middle Education in 1948-49.	4-12-1947 to 31-12-1947	1 to 50	110	

U. P. State Archives, Lucknow.

Part II

*Printed Reports on Public Instruction (1879-1947)
and Reports of the Various Committees appointed
by the Government of United Provinces (1913-1939)*

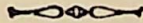
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2. Report on Public Instruction in the North-Western Provinces and Oudh, for the year ending 31st March 1880, by R. T. H. Griffith. North-Western Provinces and Oudh Government Press, Allahabad, 1880.
3. Report on Public Instruction in the North-Western Provinces and Oudh, for the year ending on the 31st of March 1881, by R.T.H. Griffith. North Western Provinces and Oudh Government Press, Allahabad, 1881.
4. Report on Public Instruction in the North-Western Provinces and Oudh, for the year ending 31st March, 1882, by R. T. H. Griffith. North-Western Provinces and Oudh Government Press Allahabad, 1882.
5. Report on Public Instruction in the North-Western Provinces and Oudh, for the year ending 31st March, 1883, by R.T.H. Griffith. North-Western Provinces and Oudh Government Press, Allahabad, 1883.
6. General Report on Public Instruction in the North-Western Provinces and Oudh, for the year 1885-86. North-Western Provinces and Oudh Government Press, Allahabad, 1886.
7. General Report on Public Instruction in the North-Western Provinces and Oudh, for the year 1886-87. North-Western Provinces and Oudh Government Press, Allahabad 1887.
8. General Report on Public Instruction in the North-Western Provinces and Oudh, for the year 1889-90. North-Western Provinces and Oudh Government Press, Allahabad, 1890.
9. General Report on Public Instruction in the North-Western Provinces and Oudh, for the year 1890-91. North-Western Provinces and Oudh Government Press, Allahabad, 1891.
10. General Report on Public Instruction North-Western Provinces and Oudh, for the year 1891-92. North-Western Provinces and Oudh Government Press, Allahabad, 1892.
11. General Report on Public Instruction, in the North-Western Provinces and Oudh, for the year 1892-93. North-Western Provinces and Oudh Government Press, Allahabad, 1893.

12. General Report on Public Instruction in the North-Western Provinces and Oudh, for the year 1894-95. North-Western Provinces and Oudh Government Press, Allahabad, 1895.
13. General Report on Public Instruction in the North-Western Provinces and Oudh, for the year 1895-96. North-Western Provinces and Oudh Government Press, Allahabad, 1896.
14. General Report on Public Instruction in the North-Western Provinces and Oudh, for the year 1896-97. North-Western Provinces and Oudh Government Press, Allahabad, 1897.
15. General Report on Public Instruction in the North-Western Provinces and Oudh, for the year 1898-99. North-Western Provinces and Oudh Government Press, Allahabad, 1899.
16. General Report on Public Instruction in the North-Western Provinces and Oudh, for the year 1899-1900. North-Western Provinces and Oudh Government Press, Allahabad, 1900.
17. General Report on Public Instruction in the United Provinces of Agra and Oudh, for the year ending 31st March, 1902. United Provinces of Agra and Oudh Government Press, Allahabad, 1902.
18. General Report on Public Instruction in the United Provinces of Agra and Oudh, for the year ending 31st March, 1903. United Provinces Government Press, Allahabad, 1903.
19. General Report on Public Instruction in the United Provinces of Agra and Oudh, for the year ending 31st March, 1904. United Provinces Government Press, Allahabad, 1904.
20. General Report on Public Instruction in the United Provinces of Agra and Oudh, for the year ending 31st March 1905. United Provinces Government Press, Allahabad, 1905.
21. General Report on Public Instruction in the United Provinces, for the year 1905-1906. United Provinces Government Press, Allahabad, 1906.
22. General Report on Public Instruction in the United Provinces of Agra and Oudh, for the year ending 31st March, 1907. United Provinces Government Press, Allahabad, 1907.
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GLOSSARY

1. Chaukhat : Door frame.
2. Chaupal : A Shed in which the village community assemble for public business.
3. Chaukidar : A watch man.
4. Doli : A litter like a palanquin.
5. Halka : A village circuit; a boundary line which includes all the lands and dwellings of a village or hamlet; a circle or estate including many villages.
6. Halka bandi : Arrangement of villages in circles or groups for village accountants, schools, etc. in N. W. P.
7. Khata : A day book or ledger; also an account; account current.
8. Madarsa : A college; an academy in N. W. P.
9. Mahajani or Bazar School. : A special class of schools where the subject of instructions were arithmetic, account, book keeping and preparation of bills and drafts.
10. Maktab : A village Persian School.
11. Pacca : Built of baked bricks or stones.
12. Pandit : A learned Brahmin; one who makes some branch of Sanskrit learning his special study and teaches it.
13. Parda : Screen.
14. Pargana : Sub-division of a district in North-Western Provinces and Oudh.

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15. Pathshala : A School, a College.
16. Patwari : A village accountant. He keeps all papers connected with the lands, rental demand and collection of the villages.
17. Roznamacha : A diary of daily occurrences, a daily account book.
18. Tahsil : A Revenue sub-division of a district; collection, specially of the public revenue derived from the land; the revenue collected; area under one Sub-collector or Tahsildar in North-Western Provinces; a Tahsildar's jurisdiction.
19. Tahsildari : The jurisdiction of a subordinate Collector, the area of which he collects the revenue, usually consisting of one or more Parganas in North-Western Provinces; office of Tahsildar in Oudh.
20. Tahsil : Building in which the business of Tahsil is conducted.
21. Takhti : A small wooden plank for writing purposes.
22. Zamindars : An occupant of land, a land holder.
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